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ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 121

DATE: Thursday, August 10th, 1989

BEFORE: M.I. JEFFERY, Q.C., Chairman

E. MARTEL, Member

A. KOVEN, Member



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HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER OF a Notice by the
Honourable Jim Bradley, Minister of the
Environment, requiring the Environmental
Assessment Board to hold a hearing with
respect to a Class Environmental
Assessment (No. NR-AA-30) of an
undertaking by the Ministry of Natural
Resources for the activity of timber
management on Crown Lands in Ontario.

Hearing held at the Ramada Prince Arthur
Hotel, 17 North Cumberland St., Thunder
Bay, Ontario, on Thursday, August 10th,
1989, commencing at 9:00 a.m.

VOLUME 121

BEFORE:

MR. MICHAEL I. JEFFERY, Q.C.	Chairman
MR. ELIE MARTEL	Member
MRS. ANNE KOVEN	Member

A P P E A R A N C E S

MR. V. FREIDIN, Q.C.)	MINISTRY OF NATURAL
MS. C. BLASTORAH)	RESOURCES
MS. K. MURPHY)	
MS. Y. HERSCHER)	
MR. B. CAMPBELL)	MINISTRY OF ENVIRONMENT
MS. J. SEABORN)	
MR. R. TUER, Q.C.)	ONTARIO FOREST INDUSTRY
MR. R. COSMAN)	ASSOCIATION and ONTARIO
MS. E. CRONK)	LUMBER MANUFACTURERS'
MR. P.R. CASSIDY)	ASSOCIATION
MR. H. TURKSTRA	ENVIRONMENTAL ASSESSMENT BOARD
MR. J. WILLIAMS, Q.C.	ONTARIO FEDERATION OF
MR. B.R. ARMSTRONG	ANGLERS & HUNTERS
MR. G.L. FIRMAN	
MR. D. HUNTER	NISHNAWBE-ASKI NATION and WINDIGO TRIBAL COUNCIL
MR. J.F. CASTRILLI)	
MS. M. SWENARCHUK)	FORESTS FOR TOMORROW
MR. R. LINDGREN)	
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MR. Y. GERVAIS)	ONTARIO TRAPPERS
MR. R. BARNES)	ASSOCIATION
MR. R. EDWARDS)	NORTHERN ONTARIO TOURIST
MR. B. McKERCHER)	OUTFITTERS ASSOCIATION

APPEARANCES: (Cont'd)

MR. R.L. AXFORD	CANADIAN ASSOCIATION OF SINGLE INDUSTRY TOWNS
MR. M.O. EDWARDS	FORT FRANCES CHAMBER OF COMMERCE
MR. P.D. McCUTCHEON	GEORGE NIXON
MR. C. BRUNETTA	NORTHWESTERN ONTARIO TOURISM ASSOCIATION

I N D E X O F P R O C E E D I N G S

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Continued Direct Examination by Ms. Murphy	20173
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(v)

I N D E X O F E X H I B I T S

<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
713	Hand-drawn diagram by Dr. Ritter entitled: Dose Response Relationship.	20172
714	Report entitled: Expert Panel Report on Carcinogenicity of 2,4-D, Canadian Centre for Toxicology Guelph, Ontario, Canada, dated March 23, 1987.	20328
715	Article entitled: Fundamental and Applied Toxicology Concerning the Phenoxy Herbicides and Cancer published by Bond, et al.	20358
716	Excerpts of report entitled: Worst Case Analysis Study on Forest Plantation Herbicide Use published by Department of Natural Resources, State of Washington.	20362

1 ---Upon commencing at 9:10 a.m.

2 THE CHAIRMAN: Good morning. Please be
3 seated.

4 PETER KINGSBURY,
5 LEONARD RITTER, Resumed
6 MS. MURPHY: Just a little bit of
7 business left over from last day. If you will recall,
8 Dr. Ritter at the end of the day, in response to a
9 question, drew an overhead and we thought perhaps it
10 would be wise to mark that as an exhibit.

11 I would suggest that you identify it as a
12 hand-drawn diagram by Dr. Ritter and perhaps he can
13 advise us what the title of that diagram should be.

14 DR. RITTER: I would just call it dose
15 response relationship.

16 MS. MURPHY: Dose response relationship.

17 THE CHAIRMAN: Very well. That will be
18 Exhibit 713.

19 MS. MURPHY: (handed)

20 THE CHAIRMAN: Thank you.

21 ---EXHIBIT NO. 713: Hand-drawn diagram by Dr. Ritter
22 entitled: Dose Response
23 Relationship.

24 MS. MURPHY: And then for the evidence of
25 Mr. Kingsbury, which we are about to commence, you will
need the documents that were marked as Exhibit 711
which were his overheads; Exhibit 712, which was the

1 paper: Pesticides in Forestry and Agriculture; and you
2 will also need Exhibit 604C which is the ESSA document.

3 MS. MURPHY: Fine.

4 CONTINUED DIRECT EXAMINATION BY MS. MURPHY:

5 Q. So, Mr. Kingsbury, perhaps you will
6 just commence by explaining to us what the main points
7 are that you intend to make?

8 MR. KINGSBURY: A. Right. Thank you,
9 Ms. Murphy. I would like to just briefly run through
10 the points I hope to make for the Board in this
11 presentation.

12 The first one is I would like to
13 hopefully complement what Dr. Ritter talked to you
14 about in terms of the federal registration process and
15 that will be my starting point, and I will be talking
16 about how, within the area of environment,
17 environmental effects, the federal registration process
18 requires submission and review of data about effects on
19 components of forest eco-system somewhat comparable to
20 the data submission and review requirements that Dr.
21 Ritter pointed out to you with respect to human health.

22 The second point I would like to make is
23 that the use of restricted class products, which
24 includes most of the forestry registrations, is again
25 reviewed at a project-specific basis -- on a

1 project-specific basis at the provincial level; i.e.,
2 these materials are federally approved and also go
3 through a provincial review process; federally
4 registered, provincially approved.

5 Thirdly, I would like to make the point
6 that monitoring and research of the environmental
7 effects of forestry pesticides has been extensive and
8 has been ongoing.

9 I would then like to spend quite a bit of
10 time going through the specific area of how do we
11 assess the environmental effects of pesticides, and I
12 would like to spell out some of the general principles;
13 firstly, that pesticide effects can either be direct or
14 indirect; secondly, that direct effects are determined
15 by toxicity and exposure; thirdly, that indirect
16 effects are determined by the degree of dependence of
17 an organism on aspects of the environment that might be
18 modified through the use of the pesticides.

19 Having spent some time on those
20 principles, I would then like to indicate the specific
21 strategy that's been utilized in the assessment of
22 environmental effects of forestry pesticides and; that
23 is, that the impact assessments are primarily conducted
24 on selected critical paramaters for sensitive portions
25 of the eco-system.

1 And, finally, I would like to basically
2 summarize much of the information that is in the ESSA
3 document in a rather brief overview, talking about
4 specific impacts on specific components of forest
5 environments and, hopefully, lead you to a conclusion
6 that the pesticides that are registered for use in
7 forest management have, in fact, negligible or limited
8 impact on the critical aspects of sensitive, non-target
9 organism communities.

10 As I mentioned, I would like to begin by
11 going back to the registration process, the federal
12 registration process. And I'm going to go back to the
13 same slide that Dr. Ritter utilized in outlining this
14 process to you. I don't -- here we go.

15 MS. MURPHY: That's Exhibit 709, Mr.
16 Chairman, the first page, so it would be Exhibit 709A.

17 MR. KINGSBURY: This figure is also
18 within the statement of evidence for Panel 12 and I
19 will be making some reference to portions of that
20 statement of evidence that talk about the registration
21 process and data requirements.

22 Dr. Ritter has talked about primarily
23 Health and Welfare and the role that they play, the
24 types of data that they review, and he has told you
25 they do this on the request of Agriculture Canada who

1 are the people to whom the registration petitions are
2 submitted and are the people who the comments then go
3 back and who make the final decision on the
4 registration process.

5 The other agencies that are involved, and
6 I will run through them briefly, also review specific
7 portions of the registration petition and the portions
8 that I'm going to be talking about are the portions on
9 environmental fate and environmental toxicology.

10 Basically these deal with the fate of the
11 material once it is introduced into the environment
12 and, of course, here we are dealing specifically with
13 forest environment, and then the toxic effects it has
14 in that environment.

15 These packages - and, in some cases, more
16 than these packages but I am dealing with these
17 packages in particular - are reviewed by the agencies
18 that you see here. First of all, within Department of
19 the Environment or Environment Canada, the Canadian
20 Wildlife Service review this package and they, of
21 course, are primarily interested in terms of effects on
22 migratory song birds. They also have a broader range
23 of interests that expand to other wildlife species as
24 well.

25 The Environmental Protection Service

1 reviews the package with a broad range of interests in
2 the area of environment. Some of the areas that tend
3 to fall within their interest are, in particular, the
4 fate of pesticides, some things that are outside the
5 scope of what I will be talking about today such as
6 disposal of containers and things like that.

7 Fisheries and Oceans Canada review it and
8 naturally they are primarily looking at effects in the
9 aquatic environment and the effects on fish.

10 Agriculture Canada has some capabilities
11 within this area, they do review the package. Their
12 own internal capabilities tend to be in the area of
13 soil sciences, as you might expect, and we do receive
14 some feedback and comment from them and certainly talk
15 to individuals within their organization that have that
16 expertise.

17 At the far end here you will see forestry
18 and specifically the Forest Pest Management Institute.
19 This was the institute for which I worked throughout my
20 15-year career and the Forest Pest Management Institute
21 reviews -- are requested to review by Agriculture
22 Canada the environmental fate, the environmental
23 effects packages, as well as being the prime agency
24 that's looking at the efficacy of the product.

25 As Dr. Ritter spelled out, in Canada we

1 in fact require that when a registration petition is
2 submitted it also demonstrate effectiveness for the use
3 required and Forest Pest Management is actively
4 involved in reviewing on that aspect.

5 THE CHAIRMAN: Mr. Kingsbury, is the
6 forestry section independent of Environment Canada;
7 is it a completely independent agency?

8 MR. KINGSBURY: At the moment it is a
9 separate federal department, but throughout its history
10 it has had a variety of relationships. When I began it
11 was part of Environment Canada, after that it was moved
12 out of Environment Canada and was included in
13 Agriculture Canada and just recently it has become a
14 separate federal department.

15 One of the things that is peculiar about
16 the role of the Forest Pest Management Institute, tends
17 to be somewhat different than all of the other
18 agencies, although not exclusively so, is that partly
19 for some of the reasons you've heard from Dr. Campbell,
20 et cetera, about forestry being a rather limited market
21 and the data requirements in forestry being a
22 particularly sensitive area and rather expensive area
23 to work in.

24 The Forest Pest Management Institute as
25 part of its mandate to provide effective and

1 environmentally safe tools to the forest manager gets
2 actively involved in the generation of data. It does
3 this primarily in the fields of efficacy, environmental
4 fate and environmental toxicology.

5 One of the reasons it does this is that
6 the Forest Pest Management itself has submitted to the
7 registration process applications for registrations of
8 biological materials of which it is basically the
9 manufacturer, if I can use that term, and this of
10 course applies to viruses.

11 The Institute has submitted registration
12 packages and has received registration for viruses for
13 forestry use and, in that role, it has to fulfill all
14 the requirements that would be placed on any other
15 registrant such as a chemical company.

16 So we have that in-house capability
17 partly because we need it for our own products, if you
18 can call it that, but we also get actively involved in
19 generating data on products that come from the
20 agro-chemical industry, come from the pharmaceutical
21 industry in terms of BT products.

22 So we are both involved as a review
23 agency in looking at these registration petitions and
24 we are also actively involved in generating some of the
25 data within those areas.

1 Okay. What kind of data is required in
2 the area of environmental effects for these agencies to
3 review? There is a specific requirement not only for
4 the kind of laboratory studies that Dr. Ritter talked
5 about in some detail on various organisms such as fish
6 and birds and mammals, but there is a specific
7 requirement within the Canadian registration process
8 for studies carried out under field conditions, under
9 appropriate Canadian use situations where the intended
10 use pattern will come into play, and that the data
11 generated in those conditions be done following direct
12 application with the maximum label rate for which
13 registration is being looked.

14 I would like to emphasize a couple of
15 points with respect to this, and I will be talking
16 about those field studies in some detail later.

17 First of all, the Canadian context is
18 important. We have not registered products in Canada
19 in the absence of Canadian field studies. We simply
20 feel it is essential that the studies be done under
21 Canadian conditions; i.e., Canadian forestry sites,
22 Canadian species, species that are utilizing them which
23 may be unique to Canada.

24 Secondly, I would like to emphasize that
25 these field studies are done on the commercial product,

1 so they are done on the formulated material that an
2 agency such as OMNR will eventually end up using if the
3 material in fact is registered. That means that it
4 includes all the components of that as the manufacturer
5 sells it to the user.

6 And, thirdly, what I would like to do
7 is -- or what I would like to emphasize is that if the
8 product is to be used in forestry situations in Canada
9 by any kind of application method that involves
10 disseminating it fairly broadly - i.e., this is
11 exclusive of something such as a tree injection type of
12 situation that Dr. Campbell talked about where it is
13 actually injected right into a tree - if it is going to
14 be broadcast from ground or aerial sprayers, there is a
15 requirement, the data on its fate and effects and
16 aquatic systems be carried out utilizing direct
17 application to flowing and static waters. What this
18 means is that we have to test it flying an aircraft
19 directly over an aquatic system.

20 Now, this is done recognizing that this
21 in fact is not the common practice in forestry
22 operations, that we utilize things such as buffer zones
23 to get away from that kind of exposure. However, we
24 simply feel that the expansion of the use of a product
25 from something like soyabeans or corn into forestry

1 provides the opportunity for expansion of the exposure
2 to aquatic systems. And I think you will recognize
3 here some parallels with what Dr. Ritter was saying
4 regarding when you expand the use you look at what is
5 the expansion of the potential exposure and risk
6 involved with that use.

7 It's important to keep this in mind that
8 when I talk about aquatic effects I'm talking about
9 aquatic effects measured under direct overspray.
10 That's what the registration process considers.

11 Okay, moving on to my second point. When
12 Agriculture Canada register products they assign them
13 to product classes and --

14 MS. MURPHY: Q. I'm sorry, just before
15 you go on--

16 MR. KINGSBURY: A. Sorry.

17 Q. --perhaps just for the record we
18 should point out that the list of all of the different
19 kinds of data that's required is in Dr. Ritter's paper.

20 And just for the record and for your
21 information, the entire list with some description is
22 on page 87 to 88 of the statement of the evidence for
23 Panel 12, Volume I.

24 A. And the specific areas of
25 environmental chemistry and environmental toxicology

1 are Items F and G on page 88.

2 Q. Sorry to interrupt.

3 A. That's okay. I was talking about the
4 restricted class. The restricted classification for
5 products to be used in forest management ensures that
6 further project-specific review will be carried out at
7 the provincial level.

8 Why are forestry products put into this
9 restricted classification? I would refer you to and
10 will quote to you from page 96 of the volume of
11 evidence, and basically it says:

12 "This designation reflects the historical
13 perception that both the aquatic and
14 forestry environments, being in a natural
15 state, are more environmentally sensitive
16 and, thus, warrant particular care and
17 attention."

18 Q. And that's from that same volume and
19 also from Dr. Ritter's paper; is that right?

20 A. That's correct. I would emphasize
21 that it is not related to the nature of the product
22 itself, although in other situations; that is, where
23 the use of the restricted category could come into
24 play.

25 For instance, with a material that might

1 be used in fumigation within homes it might be
2 restricted and the restriction might be that it had to
3 be applied by a licensed applicator.

4 In this case it is not related to the
5 nature of the product and its inherent toxicity, and
6 that can be demonstrated by the fact that rather
7 innocuous materials such as viruses and bacteria, BT in
8 specific, are classified as restricted products just as
9 broad spectrum chemicals used in forestry are.

10 The practical ramification of this
11 classification of these products into the restricted
12 category is that the appropriate provincial body must
13 provide specific permit for each aerial application for
14 forestry of the pesticides that are in this category.

15 In Ontario, this permit -- permitting of
16 of course is done by the Ministry of the Environment.
17 What it means is that there is an examination of the
18 project, a requirement to submit maps, project
19 descriptions, things like that to MOE and the
20 opportunity for MOE to impose appropriate conditions on
21 that application and generally this involves the
22 application of buffer zone restrictions to the project.

23 Now, Mr. Nicholson and Iskra have gone
24 into some of the details of how this actually comes to
25 play at the project-specific site level.

1 Okay. The third point I would like to
2 make is that this is not the end of the evaluation
3 process in that post-registration monitoring and
4 research studies for forestry pesticides has been
5 extensive and ongoing and has resulted in feedback into
6 and continuation of the evaluation process.

7 It is a fact that in forestry a great
8 deal of research and monitoring effort has been carried
9 out after the product has been registered. That's not
10 to imply that we haven't gone through the steps I have
11 described prior to registration.

12 What are the reasons for that? Well,
13 first of all, it reflects the climate in which these
14 products came into play. I am talking now about the
15 products we are dealing with in this process, the
16 Ministry's proposing to use, and these are basically
17 the products that have come into play primarily in the
18 70s. And, as we know, that was an area when, one,
19 there was a lot of growing environmental awareness,
20 there was a great deal of environmental legislation
21 being put into place in different jurisdictions. This
22 also coincided with a very expanded -- great expansion
23 of the spruce budworm infestation and with spray
24 programs attempting to deal with that.

25 During that period there were a lot of

1 new jurisdictions getting involved in new uses and use
2 patterns and strategies of using these materials,
3 although they continued to use the same registered
4 products. And in the process of those new strategies
5 coming into play and large scale operations, a lot of
6 research and monitoring was done.

7 The Forest Pest Management Institute
8 itself did a great deal of this, but there were also a
9 lot of other agencies involved. In fact, in many
10 jurisdictions for a period of time when they had large
11 operations, there were very active environmental
12 monitoring committees in place whose members did a lot
13 of studies.

14 Some of the new use patterns or
15 strategies that were looked at at this time were
16 applying the material to earlier stages of the budworm
17 than had been normally the case, what we call L2
18 spraying, spraying second instar larva, trying to knock
19 back at a very early stage in its development
20 infestations that were at a very, very high level.

21 Another strategy in which a fair bit of
22 spraying, largely at a research level, was done was
23 using these materials to try and reduce moth
24 populations, spraying adult budworm. And then there
25 were also things like the introduction of four-engine

1 aircraft into situations like Maine and Quebec and the
2 recognition that this required doing environmental
3 studies because of an increased potential for
4 introducing the material into small lakes as a for
5 instance.

6 So there was a lot of additional
7 post-registration work done particularly on budworm
8 insecticides, but the same interests tended to result
9 in work being done with other pesticide uses.

10 These research and monitoring programs
11 involve federal and provincial agencies and
12 universities, and a lot of the data that was generated
13 at that time still serves as very important data in the
14 data package. Much of that information you will in
15 fact find within the ESSA Document.

16 As this data was generated it was fed
17 back into the registration process and it now forms
18 part of the data package that sits there.

19 Now, much of this data was not specific
20 data that generated by a registrant; for example,
21 everything the Forest Pest Management Institute does is
22 basically public data, but it is also taken by the
23 manufacturer of the specific product and submitted as
24 part of the support for their registration package.
25 We, of course, send the data directly to all of the

1 bodies that you see involved in the registration
2 process so that they have it there and available.

3 I would like to basically shift gears now
4 and start to talk about pesticide impacts in the forest
5 environment. And one of the things I would like to
6 suggest, and certainly that is very much reinforced to
7 me by my experiences, is that although we are dealing
8 with a complex issue, there is much about pesticide
9 effects that is in fact common sense and predictable.
10 It's possible to look at some general principles and
11 to, I think, get a fair grasp and understanding of the
12 assessment procedures that are used.

13 The first point I would make is that
14 pesticide effects are either direct, and by that I mean
15 they result from the toxicity, the direct toxicity of
16 the pesticide to the organism that is affected; or they
17 can be indirect, and by that what I mean is they are
18 due to the organism being affected by the pesticide's
19 direct effects on other organisms or on their habitat.

20 I will give you a simple example of the
21 difference between direct and indirect effects and I
22 will talk about a caterpillar, for instance. A
23 caterpillar could be affected by an insecticide by
24 being directly poisoned by the insecticide, in fact
25 that is the intent of insecticides, so that is a direct

1 toxic effect.

2 A herbicide on the other hand might -- is
3 most likely to affect a caterpillar by affecting the
4 plant material that the caterpillar would eat. Now,
5 that may have the same eventual consequence in terms of
6 the caterpillar, the caterpillar may die because it's
7 food source dies, but it would have been an indirect
8 effect of the herbicide.

9 Just expanding this I would like to
10 present the same kind of thing with respect to say a
11 song bird, a forest song bird.

12 An insecticide might exert a toxic effect
13 on the bird. Now, it's less likely that the
14 insecticide would affect the bird because, of course,
15 it's been selected for its activity on insects not on
16 birds, but it may still have a toxic effect on the song
17 bird.

18 On the other hand, the insecticide might
19 affect the song bird indirectly by changing the
20 behaviour of its insect prey. For example, if it
21 knocked a lot of budworms out of trees it might make
22 them much more available to the bird on the ground.
23 That would be an indirect effect. It might be
24 perceived to be a positive effect making a food supply
25 available. Or that same effect could become a negative

1 effect, indirect effect, if in fact a large portion of
2 the song bird's food supply was removed because of the
3 direct toxic effects on the food supply.

4 You can also have indirect effects
5 through habitat of both insecticides and herbicides.
6 For example, a bird could be indirectly affected by an
7 insecticide if the insecticide preserves the foliage on
8 a tree where it's nest site is. It may in fact enhance
9 its ability for reproductive success by maintaining the
10 integrity of its nesting site. And, as you can tell, I
11 have given some intentional positive and negative
12 indications of indirect effects.

13 It is hard to think of positive direct
14 effects, positive effects that come because of the
15 toxic response. Indirect effects need to be evaluated
16 thinking of -- in a broader scope of, they can be
17 positive, they can be negative, they can be neutral.

18 THE CHAIRMAN: Can you not view a
19 positive net effect by eliminating a pest that in turn
20 is very detrimental to a particular species?

21 MR. KINGSBURY: Yes, and that would be an
22 indirect effect. Although it's because of the direct
23 toxicity on the pest, it's an indirect effect on the
24 species we are talking about.

25 Okay. And maybe we should pursue that a

1 little bit more. As I said, a herbicide -- there is
2 little likelihood of a direct toxic effect on a song
3 bird, the product has been developed to affect plants.
4 Okay. The impact on the song bird would be indirect
5 through the ways in which the herbicide alters the
6 plant community both in the short term and the long
7 term and, again, these indirect effects could be
8 positive or negative. And I think Mr. Buss pointed out
9 that this depends on the specific habitat requirements
10 of the individual species and that over the duration
11 of, say, that herbicide's effects on the plant
12 community in the short term it might be negative to one
13 species, positive -- in the long term positive to that
14 same species, or vice versa.

15 Another thing that is very important to
16 take into mind are: What are the habitat values
17 present on the treated site before the treatment. We
18 have to recognize that herbicides are used in areas
19 that have previously been harvested. They tend to
20 be areas that provide little habitat for most song bird
21 species.

22 And I think it's a fair assumption to say
23 that the effects of herbicides on most song bird
24 species are primarily going to be effects seen 3, 5, 15
25 or 50 years down the road simply because at the time

1 the herbicide is applied to the site, the site does not
2 provide a great deal of habitat for most song bird
3 species; it certainly doesn't provide any habitat to
4 speak of for song bird species adapted to mature
5 conifer forests.

6 Now, if in the long run the use of that
7 herbicide converts land back into mature conifer
8 forests faster or converts lands that wouldn't go back
9 to mature conifer forest, then down the road there may
10 be a net positive effect for that species.

11 For other species, the birds that are
12 adapted to a mixed woods forest or to a heavy shrub
13 layer, the herbicide may tend to have a negative effect
14 of removing habitat faster from the system than might
15 be the case if you didn't spray it.

16 The important thing is to consider the
17 habitat value of the treated stand as compared to the
18 stand that would have existed without the herbicide
19 intervention. And, of course, another thing that
20 becomes important here is in terms of the magnitude of
21 the potential effect on any species are considerations
22 such as: What is the size of the treated area, what is
23 the proximity of it to other habitat available, and
24 this is just as true for a herbicide application as it
25 is for any other silvicultural procedure that is

1 changing the qualities of the habitat within a given
2 area.

3 Okay. I would like to move now to
4 consideration of direct effects. Direct effects are
5 primarily determined by the toxilological properites of
6 the pesticide, that is the first factor; and secondly,
7 by the nature and the duration of the organism's
8 exposure to that pesticide, both nature and duration,
9 and I will be talking about those.

10 Briefly in terms of toxicology all I'm
11 going to say is that in general there are some very
12 general common sense things come into play.

13 Insecticides are mostly toxic to insects
14 and related creatures like spiders, they have lesser --
15 tend to have lesser toxicity to higher organisms such
16 as fish, birds, mammals. They tend to be very -- of
17 very low toxicity to plants. Herbicides are primarily
18 toxic to plants and generally have very little toxicity
19 to other organisms.

20 Now, toxicity can vary via route of
21 exposure and Dr. Ritter went to some length on various
22 routes of exposure that are evaluated in terms of human
23 health considerations. Oral, you know, via the diet;
24 contact via contact with surfaces. The same thing
25 comes into play in terms of direct effects on other

1 organisms. This leads us to a consideration of
2 basically the fate, the fate of these pesticides when
3 they end up in the environment. And I will be
4 addressing this from the perspective of their fate, of
5 course, determines the exposure of organisms to them.
6 Okay.

7 I'm going to do this fairly briefly.
8 There is considerable discussion of this and evidence
9 for it in the ESSA Document describing levels,
10 pathways, et cetera.

11 I would just note for you, but I don't
12 intend to discuss at this point, within the ESSA
13 Document, Table 5 on page 40, and this is a very quick
14 summary of typical maximum exposure levels, if you want
15 to call it that, in terms of concentrations of the
16 pesticides we are talking about that end up in various
17 parts of the forest environment after applied.

18 I may use the word substrates for those
19 parts. By a substrate I simply mean a part of the
20 forest environment such as soil or foliage or berries.
21 When the material is applied to a forest site it ends
22 up in or on these various substrates.

23 Now, there is an important distinction
24 there in terms of whether it's simply on or whether it
25 has moved into, and I don't intend to go into a great

1 deal of detail on that, simply to point out that the
2 material may be more or less closely associated with
3 whatever that substrate is.

4 Herbicides, because of the nature of the
5 sites that we apply them to, having been recently
6 harvested, tend to end up in two major compartments of
7 the environment; plants themselves which, of course,
8 are the target or soil. Now, soil is sometimes also
9 the target if we are applying the material as a site
10 prep treatment.

11 In both of those substrates the
12 herbicides that we are talking about tend to have half
13 lives; i.e., times in which the initial residues
14 decline by 50 per cent that are measured in terms of
15 weeks.

16 There is all kinds of factors that
17 influence the half life of a given material on a given
18 site. The organic versus inorganic component within
19 the soil as a for instance. Many of these herbicides
20 might be very strongly bound to organic material and
21 that might tend to make them persist for a longer time.
22 The amount of rainfall, soil conditions, light
23 penetration, all kinds of factors affect that and I'm
24 not going to go into it in depth -- detail.

25 I mentioned that persistence in these

1 substrates for herbicides tends to be in the matter of
2 half lives of weeks. One exception is simazine. Dr.
3 Campbell spelled out the use pattern for this material.
4 It's primarily used within southern Ontario in old
5 field situations where you are basically taking an
6 agricultural site and trying to convert it back to a
7 forestry site. Simazine, unlike the other herbicides
8 we are talking about, tends to have a half life in
9 soils measured in terms of months.

10 Insecticides are primarily applied to
11 rather mature forest sites. The first major
12 consequence of this is that most of the insecticide
13 ends up on foliage. In many instances we measure very
14 little insecticide reaching soil, reaching the forest
15 floor after the spray application and, of course, the
16 foliage is where we want to get it because that is
17 where it performs its function.

18 The insecticides that we are considering
19 here have half lives in foliage that is measured in
20 terms of a few days. Again, depending on many of the
21 parameters I have talked about; amount of rain,
22 sunlight, penetration, the nature of the foliage it
23 lands on, et cetera, but they tend to disappear from
24 that foliage rather quickly.

25 There is one exception to that in that

1 small amounts of insecticides, particularly the
2 chemical insecticides, may in fact become tightly a
3 associated with the cuticular waxes on the conifer
4 needles' surface and that has been shown to be an area
5 where, although most of the material on foliage
6 disappears rather quickly, some of it that is tightly
7 bound to that waxey surface will in fact persist for a
8 rather long period of time, by that I'm talking about
9 years.

10 Once that needle -- conifer needle falls
11 to the forest ground and begins to break down, it
12 appears that the material becomes just as liable to the
13 rapid breakdown that I described before. So it's
14 basically because it is tightly bound to the waxey
15 surface may in fact be chemically locked up with those
16 cuticular waxes that we can continue to measure for a
17 long period of time. That, of, course greatly limits
18 its biological activity, in fact those kinds of
19 residues are very difficult for an organism to pick up.

20 Okay. I would like to start talking
21 about organisms now and ask, Greg, if you can switch on
22 the next overhead.

23 Q. And this is Exhibit 711, page B.

24 A. I have entitled this: Generalized
25 Pathways of Potential Insecticide Effects on an

1 Organism in the course of the environment and I will be
2 going into a more specific situation in a moment. What
3 I would like to point out here is that the pesticide
4 which has its own particular toxicological properties
5 can come in contact with the organism, whichever one it
6 is we are considering, by direct contact with the
7 spray, in terms of contact with spray droplets, or
8 because the material has been deposited in the forest
9 environment, and I have separated this deposition into
10 substrates that the organism contacts. You might
11 consider it sort of the surfaces in which it comes in
12 contact as it goes about its activities sort of in a
13 very impartial context like the floor you walk across,
14 and substrates that the organism utilizes. These may
15 be things like other organisms that it ingests or
16 nesting material that it collects and brings back to a
17 nest.

18 One of the things you will recognize,
19 this are different toxicological pathways just as Dr.
20 Ritter spelled them out. For example, direct contact
21 with the spray may come through inhalation, the
22 organisms actually breathing the spray droplets in.
23 Contact with substrates; that is, just crawling across,
24 of course, is a contact toxicity via through the skin,
25 it's a dermal exposure. And, of course, contact with

1 things it's eating becomes an oral exposure.

2 So we see the same pathways of exposure
3 are possible for an organism as they have been spelled
4 out by Dr. Ritter. And, in fact, in the toxilogical
5 environmental toxicology data packages these different
6 pathways are evaluated. In general, the really
7 important -- for an insecticide the really important
8 pathway is this one, it's the direct contact with the
9 spray that presents the most concentrated material
10 exposure with the most concentrated material. And Dr.
11 Ritter has talked about, you know, the need for a
12 exposure to enough of the material to exert a toxic
13 effect. This is the pathway which tends to be the most
14 important one for an insecticide whether it's going to
15 have a direct toxic effect.

16 I think this is an appropriate point to
17 talk about the whole area of bio-accumulation,
18 bio-concentration, bio-magnification. Basically what
19 we are talking about here is a couple of things. What
20 residues end up in this organism, how do those residues
21 relate to residues that are within the environment in
22 general, and I think this is an area that a lot of
23 confusion can come to play and so I would ask you to
24 think -- you know, take a look first of all within the
25 ESSA Document, consider the way in which we have used

1 these terms in this document. And these definitions
2 are spelled out on page 176 of that document.

3 Now, I would caution that the use of
4 these terms in this way may not be the way in which
5 they are referred to in ordinary conversation or in
6 scientific papers, that there is quite a number of ways
7 to talk about these terms. I will talk about them in
8 the context of how the ESSA Document has used them and
9 I hope that I will be consistent throughout this
10 process in using them in that way. And if you need
11 clarification at any point please ask me, because I
12 could be as confused as you might be.

13 By bio-accumulation we are using that in
14 the context of what is here without any respect, what
15 is in the organism with no respect or regard to what is
16 happening in the environment. And it is true that for
17 all of these materials they can be found after use in
18 organisms, you can find them in birds and fish and
19 insects and that, in the context we are using the word,
20 that is evidence of bio-accumulation; the material is
21 there, it can be found.

22 Bio-concentration implies a relationship
23 between what is in the organism and what is in the
24 environment and, as the word sounds, it indicates a
25 concentration in the biota, within the organism. So we

1 are implying an elevated level within the organism over
2 what is in the environment.

3 Basically what that is implying, that
4 bio-accumulation may -- you know, saying the material
5 moves into organisms. Bio-concentration means its
6 continues to move into organisms and it doesn't move
7 out of them. Bio-magnification implies that as you go
8 up the food chain, one organism that is feeding on
9 other organisms that have pesticide residues in them
10 will continue to accumulate those residues and will end
11 up with more residue in it than the organism at the
12 lower level.

13 For the pesticides that we are
14 considering in this exercise, as I mentioned, we see
15 bio-accumulation when -- that we can find these
16 pesticides within organisms. There is no evidence for
17 these pesticides of bio-concentration or
18 bio-magnification in terms that I have spelled out to
19 you, and I think that the best way to say that is that
20 once exposure -- environmental exposure ceases the
21 materials will no longer be found in the organism.

22 Now, there will, of course, be a clearing
23 time, a time period that it may take for the material
24 that has been there to disappear. With many of the
25 materials we are talking about we are talking here in

1 the order of hours. They are in fact highly liable to
2 the processes, primarily of excretion, of elimination,
3 that most of these materials can move out of organisms
4 almost as readily as they move into them and they are
5 also liable to a certain extent to metabolism within
6 the organism, that the organism can break them down.

7 THE CHAIRMAN: When you say, Mr.
8 Kingsbury, that there is no evidence of
9 bio-magnification or bio-concentration for the
10 pesticides--

11 MR. KINGSBURY: Mm-hmm.

12 THE CHAIRMAN: --does that mean to say
13 that that is the imperical position, or are you
14 implying that if there was any bio-concentration or
15 bio-magnification found you would not register the
16 pesticide?

17 MR. KINGSBURY: Basically, I think what
18 we can imply from the fact that we don't see them in
19 these materials which are, of course, registered and
20 being used, is that the registration process has
21 already ensured that these things don't incur.

22 THE CHAIRMAN: And if it did occur, I
23 take it you would not register it; is that correct?

24 MR. KINGSBURY: Yes, that's correct. And
25 I think you can recognize that in the late 60s the

1 registration process and one of the things that really
2 drove the registration process was the fact the
3 recognition of bio-concentration and bio-magnification
4 associated with some of the materials in use at the
5 time and, of course, DDT is the classic, and the
6 hazards that that presented.

7 And that, in fact, is something that is
8 looked at very closely in the registration process and
9 is perhaps one of the real red flags that would prevent
10 registration of a product, regardless of its other
11 qualities.

12 THE CHAIRMAN: And are you running these
13 tests for bio-concentration and bio-magnification using
14 the most conservative detection methods, like parts per
15 quadrillion or whatever we can ascertain today, as
16 opposed to what might have been used in the 60s and
17 70s?

18 MR. KINGSBURY: I think I could probably
19 say with a great deal of certainty that residues are
20 now being evaluated probably 3 to 6 orders of magnitude
21 lower than we were capable of looking at at those times
22 I think in the products you are talking about.

23 Analytical chemists are incredible people
24 in terms of pushing their science to almost
25 mind-boggling limits. You think of a part per billion

1 in terms of the human population and you recognize just
2 how small that is. Even these -- even studies done
3 right at the initial stages are routinely looking at
4 tenths and hundredths of parts per billion and the
5 technology is there to push that even further.

6 Okay. I would like to move on now to
7 basically what is below the line here. And now really
8 what we are talking about, or what I would like to talk
9 about is what are the nature of the effects on the
10 organism and I would like to concentrate on two very
11 specific and important bottom line effects, if you
12 might call it that.

13 There can, of course, be an effect that
14 basically is as simple as the organism comes in contact
15 and dies. We are, of course -- you know, we are
16 interested in that, but I think we are more interested
17 in what are the consequences of that. One of the major
18 things we are interested in: Is this species capable
19 of carrying on reproduction and producing subsequent
20 generations.

21 You could kill the organism, you could
22 make it sick or you could change its behaviour in a
23 fashion that causes it to be incapable of reproducing.
24 You can consider that at the individual level, you can
25 also consider it at the population level, and we are

1 aware that death of individuals or the inability of
2 individuals to reproduce doesn't necessarily mean the
3 population will not be able to reproduce and sustain
4 itself. And, of course, the prime example we can use
5 here is insect infestation that is treated with
6 insecticides and is still able to maintain an outbreak
7 status.

8 That is sort of an extreme example of how
9 you can affect a lot of individuals and not necessarily
10 depress a population. That applies primarily to things
11 that are capable of very rapid reproduction, like
12 insects. To a lesser effect it is also true of things
13 like small mammals and birds and, to an even lesser
14 effect, of course, when you get to larger organisms.
15 We can also impact on an ecological role or an
16 ecological function that is associated with that
17 organism.

18 Every organism contributes to ecological
19 processes. This can be via transferring energy through
20 an eco-system by serving as either a prey organism or
21 as a predator on other organisms, or as a herbivore on
22 plants. It can be by a function of helping to exert
23 pressure on other species populations by being a
24 predator or perhaps a parasite of that other species,
25 so it can keep that other species population in check.

1 That can be considered an ecological role or function.

2 It can be involved in breakdown in
3 cycling of nutrients, taking dead plant material and
4 returning it to soil, things like that, or it can be
5 something as specific as pollination, okay, playing the
6 role of serving as a -- carrying pollen from one plant
7 species to another and, therefore, be an essential link
8 in plant reproduction.

9 So, again, I would like you to sort of
10 keep in mind those two major types of effects, and you
11 can see where we have sort of moved beyond the organism
12 level and we are starting to get to population level.

13 Okay. What I would like to do now is
14 take this generalized pathway and apply it to specific
15 organisms. If I can have the next overhead. And for
16 the purpose of this example, the organism I have chosen
17 is a bee.

18 MS. MURPHY: Q. That's Exhibit 711, page
19 C.

20 MR. KINGSBURY: A. Okay. I'm just going
21 to briefly say a bit with respect to an insecticide and
22 we will talk about a chemical insecticide, a broad
23 spectrum insecticide and a bee, sort of try and draw
24 out some of these principles I have talked about and
25 illustrate them.

1 The first thing, as I have mentioned,
2 with a bee, the bee is most likely to be affected by
3 direct contact with the spray cloud. The consequence
4 of that, there are a number of ways in which that -- of
5 factors that come to play. First of all, is the bee
6 going to be in contact with spray droplets? That may
7 require it to be out and actively moving about the
8 environment for the rather short period of time that
9 the insecticide is present as spray droplets.

10 Our institute used to do a lot of work
11 with honey bee colonies, taking them out into spray
12 areas, and one of the things we quickly discovered is
13 that very often, if an insecticide was applied under
14 fairly typical conditions, early morning or late
15 evening, we simply didn't get an effect on bees because
16 they weren't out and exposed to the spray itself.

17 Now, that was irregardless of the fact
18 that the material might have been highly toxic to those
19 bees because you have got to have the exposure. We had
20 other instances in which the material was applied on
21 warm days, later in the day, our bees were out and
22 actively foraging and a lot of bees were killed because
23 they had that contact.

24 If you talk about wild bees and, you
25 know, we are dealing with a complex in the forest of

1 perhaps somewhere in the order of 50 to 70 species of
2 wild bees, most of which are solitary, unlike the honey
3 bees and bumble bees which live in colonies, you have a
4 whole range of possible scenarios in terms of where
5 they might have their nesting sites, their resting
6 sites, when they might be active, that kind of thing.

7 Again, when bees were -- honey bee
8 colonies were out and in direct contact with the spray
9 and we did document extensive mortality, we still, in
10 the majority of instances, saw that the colony vigor
11 and strength by the end of the season was quite normal
12 compared to untreated colonies and that's because a
13 portion of the population was within the hive or was in
14 the egg stage or the pupal stage or the larval stage
15 which didn't have the same exposure and which, in fact,
16 in many instances can have a totally different level of
17 sensitivity to a given insecticide.

18 Okay. One of the reasons we use bees a
19 lot is that they are very good organisms in terms of
20 both this and this pathway. Bees go out and they
21 contact the air and they crawl across soil and they
22 crawl across plants and flowers and they collect
23 pollen, they collect nectar from plants, they collect
24 propolis, which is sort of gum from trees that they use
25 to stick up their hives and make it hard for the

1 beekeeper to get in, and they collect - wild bees in
2 particular - nesting materials. They tend to be a
3 rather good species for sampling the environment.

4 But for any organism there is always the
5 possibility that some particular aspect of one of these
6 pathways might become prominent all of a sudden and I
7 would give you an example. There are some
8 insecticides - and I am not limiting this to forestry
9 now, I'm actually thinking more of agricultural
10 materials - that are formulated in a fashion that they
11 are disseminated in the environment in a certain
12 particle size as very small particles and, in some
13 instances, we found that bees actually collect these
14 particles in the activity of collecting pollen. They
15 may not actually seek them out, but the particles
16 sitting around are simply liable to being gathered,
17 concentrated and taken back to the hive and, in fact,
18 can have some very negative impacts on bees.

19 So that's an example of sort of a place
20 where all of a sudden because of some specific quality
21 of the pesticide or some physical quality of the way in
22 which is out there in the environment, a particular
23 species suddenly gets impacted to a high degree.

24 I would just like to briefly then talk
25 about this ecological function in terms of bees.

1 Q. Can you just tell me: Did anything
2 happen as a result of finding out that there was this
3 problem with the size of the particle?

4 A. There have in fact been products
5 where the manufacturer has reformulated the material in
6 a different format; for example, taking it from tiny
7 solid particles and made it a material that's applied
8 as a -- in solution and that has, in fact, eliminated
9 the problem of the bee collecting it, taking it back to
10 the hive and suffering impacts.

11 Okay. I've talked about how a bee
12 colony, as a for instance, can be resilient to the loss
13 of some of its individuals. An ecological function,
14 such as pollination, may be even more resilient and one
15 of the things that comes to play here is that in nature
16 it is not very often that an ecological function is
17 dependent on only one species.

18 For example, pollination of forest plants
19 involves not only a variety of bees - and I have
20 mentioned perhaps 50 to 70 bee species - but a whole
21 bunch of other insects and even vertebrates that play a
22 role in pollination; things like ants, butterflies,
23 wasps, even hummingbirds and bats are important in
24 pollinating of some plants.

25 So a pollination process might be

1 resilient even to the degree of being resilient to a
2 large impact on one species. One of the ways that the
3 resiliency can be there is because a reduction in the
4 contribution of one species can be compensated for by
5 an increase in the activity of another species, and I
6 would like to get to a specific example pertinent to
7 the topic we are talking about today.

8 Fenitrothion is known to be capable of
9 impacting quite heavily on bumble bees. If bumble bees
10 are out, and particularly if they are out foraging at
11 the time of spray, fenitrothion can cause direct
12 mortality of bumble bees to a fairly extensive degree.

13 In New Brunswick, some studies done there
14 have shown where fenitrothion sprays that impacted
15 heavily on one species of bumble bee that emerged early
16 in the season reduced the populations of that type of
17 bumble bee and potentially that, of course, would have
18 reduced their role in the pollination process and the
19 overall function of pollination in that eco-system.
20 However, in this case, the researchers found that later
21 emerging bumble bee species who emerged from their nest
22 sites later in the season built up their populations to
23 higher than normal levels.

24 Now, this was a consequence of lack of
25 competition with the earlier emerging species. In

1 other words, they were able to go out and find more
2 food and expend less energy getting that food and put
3 more of that energy into the reproductive efforts and,
4 therefore, built up bigger colonies and thus, to a
5 certain extent, they compensated in terms of the
6 overall pollinating activity in that system and the
7 plant -- its contribution to plant reproduction.

8 Now, in saying that we have to recognize
9 that there may be some specific linkages; for example,
10 there may be a plant species that depends exclusively,
11 for one reason or another, on that early emerging
12 bumble bee species. So we are not saying that we
13 haven't necessarily had a fairly critical effect on one
14 kind of thing, but there tends to be these compensating
15 mechanisms built into virtually all ecological
16 functions.

17 Q. Okay. Mr. Kingsbury, I understand
18 that basically up to this point you have been
19 discussing the pathways for direct exposure in the
20 terrestrial environment, the possible pathways.

21 I understand you are now going to be
22 going on to discuss in some detail the pathways --
23 potential pathways for direct exposure in the aquatic
24 environment.

25 And I would suggest, Mr. Chairman, if you

1 would like to take a break at this time it would
2 probably be a good spot.

3 THE CHAIRMAN: Okay. We will break for
4 20 minutes. Thank you.

5 ---Recess taken at 10:25 a.m.

6 ---On resuming at 11:00 a.m.

7 THE CHAIRMAN: Thank you, ladies and
8 gentlemen. Please be seated.

9 Ms. Murphy, just before we go on there is
10 going to unfortunately have to be a slight schedule
11 change to the hearing schedule.

12 We have a conflict on the Friday, August
13 the 25th. We were going to sit Tuesday through Friday
14 that week and what we are suggesting is, is that we
15 come in Monday night on the 21st - we weren't going to
16 sit the 21st either - and sit the full day on Tuesday,
17 Wednesday and sit a full day Thursday and not leave
18 until the 7 o'clock flight or we will sit until five or
19 however late we have to.

20 In that way we will have made up most of
21 the time that we would be losing by not sitting on the
22 Friday.

23 MS. MURPHY: And we are expecting at that
24 stage Panel 14 would probably be in cross-examination.

25 THE CHAIRMAN: That's right.

1 MS. MURPHY: Thank you.

2 THE CHAIRMAN: Again, you know, we try to
3 set these schedules as far as we can in advance, but
4 unfortunately things do come up that we have to make
5 amendments from time to time.

6 Thank you.

7 MS. MURPHY: Unless there's any problem
8 for anyone else, it is certainly not a problem for us,
9 sir.

10 THE CHAIRMAN: So we would be commencing
11 on the Monday -- sorry, on the Tuesday at 9:00 a.m., if
12 that's clear to everybody.

13 MR. KINGSBURY: If I might just make two
14 points of clarification. Dr. Ritter pointed out to me
15 that, like others I have read about in the transcripts,
16 I have been using the royal "we" a little bit.

17 Just to remind you, I do not make
18 regulatory decisions or I did not make, Agriculture
19 Canada makes the decisions, and with respect to
20 bio-accumulation I more or less implied that I wouldn't
21 let this happen. That of course is Agriculture
22 Canada's role.

23 I have a great deal of confidence that
24 they would in fact take the regulatory position that
25 they spelled out and that would be the recommendation

1 that would come certainly from Forestry, given that I
2 would be the person involved in making that.

3 And also, just to clarify whether there
4 was some confusion again when we were talking about
5 that, Mr. Chairman, you indicated an interest in how
6 sensitive -- how finely can we detect these things.
7 The point of course is with bio-concentration and
8 bio-magnification that really that's an area where you
9 don't need the sensitivity of residue analysis because
10 you are looking from quantities that are building,
11 okay.

12 The analogy might be, if you put pepper
13 on your entire dinner and it's moving into your little
14 piece of meat from everything else on there; then it is
15 concentrating and magnifying in that portion, it's
16 easier to detect.

17 Ms. Murphy indicated I'm going to move on
18 now to talk about direct effects in the aquatic
19 environment and, of course, I have indicated that
20 direct effects contingent on toxicity and exposure.

21 I would like to first of all talk about
22 exposure. In the course of this I am going to be
23 making periodic reference to an article which I was a
24 co-author and, in fact, a section of this article which
25 I was the sole author of which you have in front of you

1 I believe as an exhibit.

2 MS. MURPHY: It is Exhibit 712.

3 MR. KINGSBURY: So you might just want to
4 have that out. One thing that's unique about the
5 aquatic environment is that, of course, all exposure
6 comes through water, that's generally true.

7 The implications of that are that the
8 more you can keep a material out of the water the more
9 you reduce exposure to all the organisms within the
10 water and that, of course, is one of the reasons that
11 buffer zones can be particularly effective in aquatic
12 situations because if you can reduce the introduction
13 into the water you can greatly reduce exposure and the
14 potential for effects. Nevertheless, with or without
15 buffer zones there are ways and means by which
16 pesticide residues can enter water.

17 How can they get into water? I would
18 like to make reference now to a table on page 260 in
19 this article and this table talks about the different
20 pathways or entry mechanisms of pesticides into water
21 following their use in a forestry context.

22 MS. MURPHY: Q. Okay. That was page
23 260?

24 MR. KINGSBURY: A. That's correct. It
25 talks about the pathway or the entry mechanism and then

1 it makes some general comments on the size of the
2 exposure through that pathway and the duration.

3 The first two pathways are called direct
4 and drift, and this is relating to entry at the time of
5 spray application either because of direct application;
6 i.e., the application equipment passing over the
7 aquatic system, or because of spray drift moving from a
8 treated area into an adjacent aquatic system. In both
9 cases, immediately after the application material will
10 be deposited directly on the surface of the water and
11 then disperse into that aquatic system.

12 So it is an entry route that is -- only
13 happens for -- basically for the length of time that
14 you are actually applying the material. It's for a
15 very short period of time, usually minutes or hours.
16 And I would suggest that these are by far and away the
17 main routes by which the pesticides we are talking
18 about enter aquatic systems and, in fact, it represents
19 the highest exposure pathways.

20 The next two routes spelled out here are
21 through ephemeral channels and basically what that
22 means is the material is applied onto dry land which is
23 flooded at a later time and through overland flow, if
24 you have a very heavy precipitation event and you
25 actually get water flowing across the surface of the

1 forest floor into an aquatic system. Overland flow
2 might be expanded particularly in the context of
3 insecticides as dripping out of the trees.

4 This, of course, pathway will depend on a
5 number of factors. One is: How easily can the
6 material be picked off these substrates and moved with
7 water that is moving into aquatic systems, it will
8 depend on the magnitude of the rain events and when
9 they are timed in relation to your spray application,
10 and it represents, probably in many situations, a
11 fairly modest potential pathway, but it all depends.
12 Certainly in coastal British Columbia we have seen
13 where you can have a very significant rain event and
14 this can be for a small period of time, a fairly large
15 exposure, and I will be demonstrating that with some
16 data in a moment.

17 The final pathway measured here is
18 leaching and leaching means that the pesticide moves
19 with water through the soil and into aquifers, into
20 ground water or directly into an aquatic system.

21 THE CHAIRMAN: Mr. Kingsbury, what in
22 general terms is the solubility of pesticides in
23 general; are they soluble in water?

24 MR. KINGSBURY: It varies a great deal
25 with the individual pesticides. Some are extremely

1 soluble and some are very low solubility. The
2 pesticides we are dealing with, without having the data
3 in front of me, I think we are probably dealing with
4 differences of three or four orders of magnitude in
5 their solubility in water.

6 Leaching, of course, can potentially lead
7 to a long duration of exposure but at very low levels.

8 MS. MURPHY: Q. Does solubility have
9 anything to do with the potential for leaching?

10 MR. KINGSBURY: A. It's one, but not the
11 only factor that comes into play. As a for example,
12 glyphosate or Roundup or Vision has a relatively high
13 solubility in water, but it also is a material that is
14 very tightly bound to soil particles, and these two
15 things tend to be in conflict in terms of its ability
16 to leach.

17 The bottom line is that the soil --
18 organic matter in the soil captures it so tightly that
19 it shows virtually no leaching potential and field
20 studies to that -- about that have been included in the
21 ESSA review. And, in fact, for both the herbicides and
22 the insecticides that we are dealing with there have
23 been -- the studies that have been done have shown that
24 none of them show any significant tendency to leach.

25 Okay. I would like to go back to those

1 first two exposure pathways, direct introduction and
2 drift, and to do this I would like to draw on some data
3 that comes from an experiment in which I was heavily
4 involved carried out on the west coast of B.C. called
5 the Carnation Creek experiment.

6 Q. And that is the experiment that is
7 being discussed in this exhibit; is that right, Exhibit
8 712?

9 A. That is correct. In this experiment
10 glyphosate was applied for experimental purposes to a
11 watershed on the west coast of Vancouver Island where
12 the Department of Fisheries and Oceans had carried out
13 a long-term study on the effects of harvest -- forest
14 harvesting on a small stream and the salmon populations
15 within it. It is certainly a benchmark study, both in
16 terms of fisheries research and fisheries forestry
17 interactions. When we got involved the study had been
18 running for some 16 years.

19 And basically what had happened, they had
20 studied prior to harvest, over the period of harvest
21 and following harvest fish populations, water
22 chemistry, a lot of parameters, and as the site which
23 had been planted came up in competing vegetation the
24 opportunity was there to continue this study by doing a
25 herbicide application and it gave a rather unique

1 opportunity to compare the types and magnitudes of
2 effects from a specific tending operation involving a
3 herbicide with effects that had been documented
4 previously following logging operations.

5 The experiment was carried out under the
6 experimental conditions that I discussed in the data
7 requirements portion; i.e., a portion of this
8 experiment dealt with looking at environmental fate and
9 effects following direct overspray so that one small
10 tributary to the creek was directly oversprayed. The
11 spray aircraft - a helicopter in this case - directly
12 overflowed the stream. It just pretended it didn't
13 exist, it was just part of the forest block.

14 Another portion of the study involved
15 looking at what would happen with a -- when a buffer
16 zone restriction was applied and, in this case, the
17 buffer zone was a 10-metre buffer.

18 The first slide that I'm showing you, and
19 this is Figure 162 on page 260A, the slide on the left
20 side of the page -- or the figure on the left side of
21 the page in the document before you is a measurement of
22 the residues of glyphosate, that's the solid line, and
23 also the main breakdown product of glyphosate, AMPA,
24 which is the dotted line. And this is within the
25 tributary that was directly overflowed by the spray

1 aircraft.

2 You note the time scale here, talking
3 about the first 96 hours after application and, in
4 fact, there were no measurable residues detected
5 following that period.

6 What you see is that shortly after
7 application you see this initial high -- highest level
8 measured in water and this is from the direct
9 introduction of the material in the stream. The
10 application lasted about three hours on this site and
11 following this you see a rapid decline in the residues
12 within the first 10, 12-hour period.

13 At that point there was an extremely
14 heavy rain event, and by extremely heavy I mean that
15 the water level within this tributary more than
16 doubled, well more than doubled, and associated with
17 this rain event we saw another peak in the herbicide,
18 the glyphosate concentration within this stream and
19 this would represent those routes of -- these pathways
20 of entry from being washed off of foliage and water
21 flowing over what had previously been a dry streambed
22 and also moving over the land into it.

23 But, once again, after the rain event,
24 you see a very rapid decline to low levels here.

25 Q. And this particular graph differs a

1 little bit from the one that is shown in the paper on
2 page 260; in particular, that it shows the dotted line
3 at the bottom AMPA.

4 MS. MURPHY: And, Mr. Chairman, we will
5 be photocopying these particular slides. They are a
6 little different from the one in the document.

7 MR. KINGSBURY: Yes. Basically AMPA
8 was -- the breakdown product was only detected in very
9 few samples at very low levels and what -- this
10 basically then would represent the type of exposure to
11 fish or aquatic invertebrates in that tributary. And
12 as you can see, it's not -- it's a very dynamic thing,
13 that the concentration in the water is constantly
14 changing.

15 To try and put this in the perspective of
16 what would be a toxic level for an organism such as a
17 fish, if you refer to the preceding page, page 259 in
18 the document, I have given toxicity measurements that
19 have been evaluated in laboratory situations and I have
20 given values for them.

21 Under glyphosate you will see for rainbow
22 trout, which is in fact generally the most sensitive or
23 as sensitive as any of the other aquatic organisms
24 including aquatic invertebrates for which the data is
25 presented, the values here for glyphosate technical is

1 130 units, that would be milligrams per litre or parts
2 per million, okay. That number is not the number we
3 should be looking at though, because we weren't looking
4 at technical material. As I spelled out, these field
5 tests are done with the commercial product as it's
6 going to be used.

7 MS. MURPHY: Q. The technical material
8 is the same thing as the active ingredient?

9 MR. KINGSBURY: A. The technical
10 material is basically pure pesticide. It's trying to
11 be as pure as you can get, the actual active
12 ingredient, that's correct.

13 Q. Okay. And you are telling us we
14 should be actually looking at that second number then
15 instead?

16 A. The second number 8.3 micrograms per
17 litre -- milligrams per litre -- sorry, not micro,
18 milligrams per litre represents the toxicity of the
19 commercial product we sprayed with here. And that
20 value is a 96-hour LC50 value.

21 What that means is LC50 is the lethal
22 concentration to 50 per cent of the test organisms and
23 what it means is that if you took a test population of
24 rainbow trout and exposed it to 8.3 parts per million
25 of Roundup for 96 hours half of those -- you would

1 expect half of those fish to die.

2 The value at the peak level you see here
3 is 160 micrograms per litre or parts per billion. One
4 part per million would be ten times higher than the
5 hundred you see here. So basically our 8.3 would be
6 somewhere up on the fifth floor of the hotel if we
7 extended this graph all the way up there. And the
8 toxicity data here is saying is that if we had that
9 level in the water for -- going straight out for a
10 96-hour period, we could expect half of the rainbow
11 trout in that system to show toxic effects.

12 I think this demonstrates the almost
13 trivial nature of this exposure on a strictly
14 toxilological level to what would be required from our
15 understanding of the toxicology of that species to
16 cause toxic effects.

17 THE CHAIRMAN: Mr. Kingsbury, what would
18 a normal safety factor be that you might apply for this
19 example?

20 MR. KINGSBURY: There is an important
21 distinction between toxicology evaluations that are
22 done for human health and for environmental
23 considerations.

24 The rationale for that distinction is
25 that in human health toxicology evaluations you are

1 using a surrogate organism for the human, you are
2 studying it in a mammal or a dog or a rabbit and that
3 is part of the rationale behind why you have a safety
4 factor.

5 In environmental considerations, because
6 we are doing studies on the actual organisms that we
7 are concerned about, we are making a direct
8 measurement, we don't apply a safety factor per se, we
9 don't even deal with that concept, we talk about actual
10 measured impacts and effects.

11 MS. MURPHY: Q. And would the safety
12 factor that we heard about on the last day, the safety
13 factor with respect to human health, Dr. Ritter, would
14 that have already been applied to this product prior to
15 the time that it is now being tested in the
16 environment?

17 DR. RITTER: A. Yes.

18 Q. That was yes?

19 A. Yes.

20 Q. We can't really hear you.

21 A. Yes.

22 Q. Thank you.

23 MR. KINGSBURY: A. Okay. Are there any
24 questions about that figure before I move to the next
25 one?

1 This next figure represents the
2 measurements that were made of glyphosate, solid line,
3 and it's breakdown product and you can ignore it again
4 because basically it was never found.

5 In the portion of the treatment system
6 Carnation Creek which was buffered, which was 10 metres
7 away from the flight line of the helicopter, I point
8 out two things. First of all, the same kind of peak
9 associated with application and rapid decline and,
10 again, a second input of the material into the system
11 associated with the rain event and subsequent rapid
12 decline.

13 There is a difference here in terms of,
14 in the first situation we saw that the direct
15 introduction was the major -- caused a higher level
16 than the rain event.

17 The reason this is true is, if you will
18 recall on your first figure, the scale on this side ran
19 from 0 to 180 parts per billion. In this case, it goes
20 from 0 to 3 1/2. So that this level is 1.5 as opposed
21 to the peak of about 160 we saw in the system directly
22 oversprayed. In the system directly oversprayed after
23 the rain event we saw just over a hundred parts per
24 billion and here we see somewhere just over three.

25 In this case it's simply -- the relative

1 size of these things has to be put in the context that
2 they are both very small compared to what we saw in the
3 overspray. It seems to indicate here anyways that more
4 material moved in from other -- by other mechanisms
5 than either direct spray, which should have been
6 limited to 0 of course, or from spray drift. And one
7 of the things that contribute to this was that there
8 was in fact movement of some water from that treated
9 tributary into the main channel, so some of this
10 residue may reflect that.

11 Again, the magnitude of these two things
12 indicates that in this experimental situation this
13 buffer zone, this 10-metre buffer zone reduced the
14 exposure which I have already described as trivial in
15 terms of its potential for killing rainbow trout down
16 to about a 60th, if I can make a broad generalization
17 of what it was, simply by not having the aircraft
18 directly over -- fly over the system.

19 Q. And just to help me with looking at
20 these three pieces of information together then, and
21 just tell me if this is right. If we are looking at
22 parts per billion, going to the last slide you showed,
23 the one that showed what happened in the stream with
24 the buffer, let's just look at the highest number in
25 parts per billion. It was 3. -- about what, 3. --

1 A. With the buffer in this case?

2 Q. Yeah.

3 A. The highest level is just 3.2.

4 Q. 3.2 parts per billion?

5 A. That's right.

6 Q. Then on the other graph that showed
7 the unbuffered stream, the highest amount was 160 parts
8 per billion?

9 A. That's correct.

10 Q. Is that correct? And then you were
11 explaining to us from the previous page what the LC50
12 was for rainbow trout and that was 8.3 parts per
13 million. What is that in parts per billion?

14 A. 8,300 parts per billion.

15 Q. Okay. Those are the units we should
16 be comparing if we are looking all at the same units;
17 is that right?

18 A. That's right. If we were to look for
19 where that 8,300 would come here, it would be somewhere
20 around the Nordair flight that is going over the motel
21 at the moment.

22 Q. Okay. Thank you.

23 A. Okay. I have one more illustration.
24 This one deals with an insecticide application to
25 flowing waters. Once again this is an experimental

1 application carried out by our institute, was using 7,2
2 oil which is carbaryl -- a carbaryl formulation to a
3 flowing stream, a flowing stream in New Brunswick. The
4 scale here is the first 24 hours after application.

5 Q. Just before you go any farther. That
6 is also in the paper, I believe, and you will find it
7 at page 258?

8 A. Yes, I am sorry. It's also in the
9 paper at 258. Once again I would point out to the fact
10 that the exposure, the residues in water we see here
11 clearly show that most exposure comes from the direct
12 introduction as the spraying passes over the stream
13 and, in this case, spraying only takes a matter of
14 minutes and as soon as spraying ceases, a very rapid
15 decline in residues.

16 To again put this in the context of a
17 toxic level, if you turn to page 257 you will see
18 toxicity data for forestry insecticides to aquatic
19 organisms. You will see here that again the 96-hour
20 LC50 to rainbow trout is 2.0 parts per million or
21 2,000 - some five times higher than the top of the
22 graph here - parts per billion, so it's maybe up about
23 the third floor. Again, indicating that there are
24 exposure tends to be rather trivial with respect to the
25 dose required, the exposure required to induce a toxic

1 effect in trout.

2 Q. And, again, that exposure level would
3 have to be there for some period of time as well?

4 A. For a 96-hour period. You will
5 notice that I have got data here for other aquatic
6 invertebrates and, as I've mentioned, insecticides tend
7 to be fairly toxic to insects and related things such
8 as -- and included in that would be crustaceans such as
9 the amphipod.

10 The values you will see here range from -
11 and if I may do the translation to the units we are
12 using here - to 2 to 5 for stone fly nymphs, up to 6
13 for daphnia, or 20 for amphipods parts per billion. So
14 we see that for invertebrates we are now dealing down
15 in this portion of the toxicity, the toxicities are
16 down in this level for, again, exposures that would go
17 straight out for some 96 hours.

18 I think you can clearly see from this
19 that invertebrates -- aquatic invertebrates are much
20 more -- are exposed to a much more significant
21 toxicological risk in this situation than fish might
22 be. In fact, we might expect to see some toxic
23 effects. Now, we were actually measuring them in this
24 case and, aside from black fly larva, saw very little
25 evidence that there were toxic effects.

1 I would make one more point about this --
2 well, I make a couple. First of all, this is very
3 typical of how we see pesticides dissipating when they
4 do reach aquatic systems in forestry from direct
5 introduction or spray drift.

6 I would point out that the value we see
7 here, the initial value is very high compared to values
8 that are measured in operational situations where we
9 have the constraints of buffer zones, et cetera. And
10 to illustrate that, I would make reference to a paper
11 which I have cited and discussed to a certain length
12 within this document on page 257 and this is a paper by
13 Moran, et al, 1986, that summarizes the findings of
14 studies carried out in the Province of Quebec where
15 fenitrothion and aminocarb residues were measured for
16 four years within aquatic systems that were within the
17 area of their spruce budworm spray programs.

18 There are over 400 water samples included
19 in this data set and I would point out that for
20 fenitrothion, the medium concentration in those 400
21 samples in flowing water -- and when I say medium, I'm
22 saying half of the samples were above and half of the
23 samples were below - was less than 3 parts per billion.
24 Okay. It would be way down here. For aminocarb it was
25 less than 1 part per billion.

1 So it indicates that certainly making
2 that comparison with this experimental situation where
3 we have generated our data under directly overflying
4 the aquatic system, we certainly have created a far
5 greater exposure in our field experiment than we are
6 routinely measuring in an operational situation.

7 I would like to now say a little bit more
8 about the principles behind indirect effects and then
9 move on to a discussion of the actual effects we have
10 measured.

11 As I said earlier, indirect effects are
12 determined by the degree of dependence of an organism
13 on the environmental parameters that might be modified
14 by direct effects. It is impossible to assess each
15 indirect effect that might occur. You just -- you
16 simply -- for example, you might want to say: What are
17 the indirect effects of spraying an insecticide on the
18 bird by possibly affecting its food?

19 As a practical manner we can't go out and
20 count the before spray and after spray abundance of all
21 the food items that any bird species might be utilizing
22 in that forest environment. Of course, it would be
23 different for each species we wanted to study. We have
24 methods of doing generalized insect sampling, but we
25 just couldn't be that precise, it's totally

1 impractical.

2 And, in light of that, the strategy that
3 we take in doing environmental impact assessments is to
4 identify what the net consequence of the activity might
5 be, understanding that the final result may come from a
6 combination of various indirect events and also perhaps
7 direct events.

8 For example, you might both alter the
9 behaviour of the prey species and alter the behaviour
10 of the bird that was out there trying to use those
11 prey. So what we tend to do is look at the overall
12 community health as opposed to looking at some specific
13 pathways.

14 Now, there are sometimes studies done on
15 specific pathways but, in general, the assessment is
16 done on a more generalized assessment of what we say
17 are the critical parameters indicating community
18 health.

19 And if we might talk about song birds,
20 there might be a lot of ways of affecting those song
21 birds, but what we say is critical, is saying: Is that
22 song bird population able to continue to produce a
23 normal number of young that are going to survive and
24 basically, you know, carry on the population.

25 Implied in this kind of an assessment is

1 that if you determine that you are affecting the
2 community health in some way, you might want to know
3 why that is happening or you may simply say that: We
4 know it is being affected, we don't know how, but we
5 know that we don't want it affected, therefore, we will
6 discontinue the activity.

7 THE CHAIRMAN: Mr. Kingsbury, how do you
8 really solve the cause and effect relationship when you
9 are dealing with test species that are migratory, when
10 you really don't know what else is affecting those
11 species outside of Ontario or the jurisdiction where
12 you are applying a particular chemical or pesticide?

13 MR. KINGSBURY: That is an excellent
14 question, Mr. Chairman, and I guess my answer is, it is
15 to say that, if we are looking over a number of years
16 at song bird populations we have to recognize that
17 there may be an awful lot of things impacting them
18 aside from forest spraying; in fact, other forestry
19 operations.

20 What may be happening in terms of changes
21 in their wintering habitat, pesticide sprays they are
22 exposed to, et cetera, et cetera. We are, however --
23 and the assumption we go on to, specifically with song
24 birds, is to say: When forest song birds enter the
25 forest and set up breeding territories they are locked,

1 they have to stay in that system for their breeding to
2 be successful.

3 And, in effect, what we do is we say: If
4 the bird disappears from that system we are saying that
5 it has not been able to reproduce there. Okay. The
6 bird -- we are making the assumption and there is good
7 basis for song birds for doing it -- of by saying that
8 the bird's ability to remain within that breeding
9 territory and produce young there -- basically, it
10 can't get up and leave and do it somewhere else.

11 THE CHAIRMAN: Would you be comparing
12 with a species its ability to reproduce at its other
13 migratory location? I take it they reproduce -- well,
14 for instance, a bird that flies south, it wouldn't just
15 reproduce in Ontario; would it, would it not also
16 reproduce somewhere else?

17 MR. KINGSBURY: Most migratory species
18 only reproduce at one point in their migratory cycles.

19 THE CHAIRMAN: Oh, they don't reproduce
20 elsewhere?

21 MR. KINGSBURY: Right.

22 THE CHAIRMAN: So you can't compare that.
23 Okay.

24 MR. KINGSBURY: Okay. I have alluded to
25 this strategy that we are using.

1 MS. MURPHY: If I can just interrupt for
2 one second. You are going to be going on to another
3 slide, I believe, or another overhead, but I would just
4 make a suggestion.

5 MR. KINGSBURY: That's right.

6 MS. MURPHY: This overhead is contained
7 in Exhibit 711, it's No. D and I suspect that if we put
8 it up and also turn on the lights I think might -- at
9 this present point in time, I think Mr. Kingsbury will
10 be speaking to a number of things with respect to this
11 overhead. It might be easier for people to take notes
12 at this point if we turn on the lights.

13 THE CHAIRMAN: Very well.

14 MR. KINGSBURY: Thank you.

15 Okay. In doing our assessments, the
16 strategy that we are pursuing might be called an
17 indicator group approach. Now, Dr. Euler in Panel 10
18 spoke to you about how indicator species management
19 approach can be applied in wildlife management, where
20 you select a species to manage, that indicates
21 something about the forest in terms of the wildlife
22 values it has.

23 We are doing something somewhat parallel
24 to that in that we are -- in studying the environmental
25 impact of pesticides in forestry, we are selecting

1 species or groups of species to study that would
2 indicate effects on a much broader range of non-target
3 species in general.

4 The criteria for selecting those specific
5 species tends to be their sensitivity and that can be a
6 toxilological sensitivity, that is certainly one primary
7 to look, to the pesticides, the particular aspects of
8 their biology that might make them more sensitive, for
9 example, very small organisms; one, require a smaller
10 dose to have an effect; secondly, tend to have higher
11 metabolic rates which intrinsically can make them more
12 sensitive to effects; i.e., if a hummingbird doesn't
13 get food, you know, for even a number of hours, it's
14 much more stressed than a mallard duck that doesn't get
15 food for a number of hours because the hummingbird just
16 has a higher metabolism, needs more energy and cycles
17 it quicker.

18 And another criteria, of course, is just
19 the suitability -- the availability of practical
20 techniques to study that species or group of species.
21 We might want to study the impacts on moose, but it's
22 much more difficult to study impacts of pesticide on
23 moose. In fact, in order to have a reasonable test
24 population of moose, we would have to have a very big
25 spray area and we would be into a very expensive type

1 of study.

2 On the other hand, almost any area of
3 forest has a rather large population of mice or voles
4 or shrews on it, they are smaller, they can't escape
5 and move out of the area as easily, they have a higher
6 metabolism and there is many reasons why in fact they
7 are a good indicator of what might be happening on a
8 broader range of mammals. That is basically the
9 strategy.

10 The bottom line is that our impact
11 assessments primarily are carried out on these
12 organisms; plant communities and, of course, that
13 relates primarily to herbicides where plant communities
14 are most sensitive to impact; non-target invertebrates
15 and that, of course, is really the starting place for
16 insecticide impact evaluations; forest song birds, and
17 small mammals and fish.

18 What we consider the critical assessment
19 parameters for these groups; i.e., the thing that we
20 really want to assess for our evaluation purposes are
21 spelled out in this column. For plants it's the
22 community structure and the succession that is going to
23 take place. So we have a time scale built in there, of
24 course, what is going to happen over the long run in
25 terms of plant succession following the pesticide

1 application.

2 For non-target invertebrates we look at
3 the process functioning: Do these groups continue to
4 play the role in the environment which is the
5 importance attached to them.

6 Now, that is not to say that for some
7 people or for some species there might be another value
8 we want to preserve; maybe an aesthetic value, maybe we
9 want to attach particular importance to one given
10 species for an aesthetic value. And I'm not making an
11 assessment on the appropriateness of doing that, I'm
12 simply saying: That's not the approach that we
13 generally use.

14 THE CHAIRMAN: How do you become aware of
15 what the process functions are of a particular
16 non-target invertebrate? In other words, you can be
17 testing all you want, but if you don't really
18 understand the process function well of that particular
19 specie, won't that affect all of your information that
20 you gather from these tests?

21 MR. KINGSBURY: Absolutely, and it's --
22 you know, it's very true that our ability to detect
23 effects is linked into our ability to understand the
24 system and how it works.

25 THE CHAIRMAN: So I take it you choose

1 ones that you think you understand reasonably well?

2 MR. KINGSBURY: Right. And for some
3 groups of organisms, you know, that may be the reason
4 why we don't have as much knowledge about impacts on
5 them as others. Not a great deal of work is done on
6 the microbiology, you know, the bacteria in forest
7 soils partly because it's an area that we tend to know
8 less about than something like the biology of moose.

9 For song birds and small mammals, the
10 critical assessment parameter we are looking at is
11 basically reproductive success, production of young and
12 the survival of those young to breeding age. And for
13 fish the critical parameter is basically the size and
14 structure of the population, and by structure I'm
15 including things like its growth rates, how well is it
16 growing.

17 The rest of my presentation is going to
18 be my attempt to summarize for you the available data
19 pertinent to this kind of an assessment strategy for
20 the pesticides that we are considering for use in
21 Ontario. It basically is trying to summarize the data
22 you will see spelled out in some detail in the ESSA
23 Document supplemented by other data of which I'm aware
24 that isn't in the ESSA Document.

25 Starting at plant communities. Plant

1 communities are, of course, our starting point with
2 herbicides. We want to assess, first of all, the
3 direct effects on the plant community and on plant
4 succession. And given that herbicides tend to have
5 rather low toxicity to other organisms, their main
6 impacts on other organisms tend to be because of their
7 direct effects on plant communities.

8 As in environmental effects, the changes
9 that occur because of applying a herbicide on plants
10 within the plant -- to other organisms may be no
11 different than the environmental effects if you changed
12 the plant community by some other technique; i.e.,
13 another type of tending operation that had the same
14 impact on the sequence of plant succession on the site.
15 And I think that's an important consideration.

16 With insecticides, impacts on plant
17 communities are primarily preservation of the existing
18 plant communities. That's the idea of the insecticide
19 use, basically to maintain the plant community that's
20 there on the site; you want to prevent the budworm from
21 harvesting the site, you want to keep it alive and
22 healthy, and you want to do it because you want to
23 maintain the values associated with that, whether it be
24 as timber to be harvested in the future or as wildlife
25 habitat.

1 For non-target invertebrates, briefly I
2 will spell out some of the specific invertebrates we
3 are considering there. They can be the prey items for
4 birds or fish or mammals, so I am including in this
5 both terrestrial and aquatic invertebrates; they can be
6 insects that pollinate plants - and, of course, there
7 are all kinds of invertebrates out there, I am talking
8 about the ones we primarily study and evaluate - they
9 can be the predatory insects or the parasites that keep
10 other insect populations in check; or they can be
11 invertebrates that are involved in nutrient cycling in
12 breaking down litter, returning things back --
13 nutrients back to make them available for plant
14 production.

15 As I have mentioned, these are primarily
16 assessed through measuring the rate and the success of
17 the ecological processes they drive. Okay. For
18 example, we measure effects on pollinators ultimately
19 at the level of saying -- measuring fruit set in the
20 insect pollinated plants that depend on them.

21 THE CHAIRMAN: What do you mean by the
22 term fruit set?

23 MR. KINGSBURY: Fruit set basically is
24 when you have a flower you require by some mechanism
25 transfer of pollen, you know, basically the male

1 genetic material to the ovary in the female and in an
2 insect-pollinated plant, that requires the insect to
3 actually physically transfer it from one site to
4 another.

5 Fruit set can also occur by wind-blown
6 pollination or self-pollination. A lot of plants
7 simply have evolved so that they can get those two
8 things together on their own without anything else.

9 THE CHAIRMAN: Perhaps I am just not
10 understanding it. What does the term fruit set mean;
11 does that mean the transfer mechanism?

12 MR. KINGSBURY: Fruit set means the
13 successful transfer of a genetic material so that a
14 viable seed capable of producing another plant by
15 sexual reproduction can occur.

16 MS. MURPHY: Q. So it is something you
17 can see; is it, something you can actually see and see
18 if it happened?

19 MR. KINGSBURY: A. That's right. Is
20 that clear, Mr. Chairman?

21 THE CHAIRMAN: Yes, thanks.

22 MR. KINGSBURY: Okay. Now, that's not
23 the only way we do it. Like, sometimes we do actual
24 field evaluations, say, of direct toxic effects. So we
25 might take bees out into the area and see whether any

1 of them are killed, as a for instance. But again I am
2 saying that really the critical parameter is that
3 measurement of process functioning.

4 What are the known effects on
5 invertebrates for herbicides, again, thinking in the
6 nature of the site where we primarily have things that
7 have been recently harvested. When we talk about
8 non-target invertebrates we think primarily of things
9 like soil fauna, and the impacts of the herbicides we
10 are considering on soil fauna are some orders of
11 magnitude less than the impacts that tend to be related
12 to the changes in that environment that have already
13 occurred because of harvesting.

14 We have taken that soil and taken away
15 all the vegetative overstorey, opened it up to
16 sunlight, physically disturbed it by our equipment, et
17 cetera, perhaps changed drastically the soil moisture
18 content and those kinds of changes are far more
19 significant in terms of impacting on soil fauna.

20 MS. MURPHY: Q. And we heard earlier
21 about changes in temperature. Is that another one of
22 these parameters that you might be talking about?

23 MR. KINGSBURY: A. That's right, yes.
24 of course, soil is going to be warmer after the canopy
25 is removed. They have far more impact than the

1 applications of the herbicides themselves. And part of
2 our knowledge of this comes from work done in
3 agricultural situations where these same things occur.

4 In terms of aquatic invertebrates,
5 herbicides tend to be at very low toxicity to aquatic
6 invertebrates and have little effect. In fact,
7 materials like glyphosate and 2,4-D have registrations
8 for aquatic weed control and, in being registered for
9 those, the registration process has said that they do
10 not have unacceptable impacts on those groups. They
11 are allowing an application that directly puts them
12 into the aquatic system.

13 In terms of honey bees, herbicides are
14 virtually non-toxic by the standards we use to honey
15 bees and to other invertebrate groups in general.

16 For insecticides, dealing first of all
17 with BT, bacillus thuringiensis, which is a bacterial
18 insecticide, as you have heard, this insecticide
19 affects strictly insects, the order lepidoptera,
20 caterpillars, i.e. It will affect some but not all
21 non-target caterpillars out in the environment and we
22 are dealing with a very large complex of species.

23 Field and lab studies have confirmed the
24 lack of impact of BT on bees or other aquatic or
25 terrestrial invertebrates.

1 The other registered insecticides that we
2 are talking about in this process are all broad
3 spectrum chemical products and, being broad spectrum,
4 they are not as selective as BT, they tend to produce a
5 knockdown of insects from sprayed trees for a short
6 period of time after spraying, but we know from
7 studying what is left on the trees and what's come down
8 that this represents only a small portion of the
9 resident invertebrates in trees.

10 All of these chemical insecticides are
11 fairly toxic to bees and can in fact cause some
12 mortality of bees that are out and exposed to spray
13 droplets. Aminocarb certainly is considerably lesser
14 in its effects in this -- on bees than either carbaryl
15 or fenitrothion.

16 In terms of impacts on pollination of
17 forest plants, measurements such as fruit set
18 measurements have shown that pollination as a process
19 can occasionally be impacted, that there is a high
20 degree of variability depending on the plant species
21 and this is true within spray blocks, that there is --
22 we certainly have indirect evidence from this that the
23 mortality of pollinators across a spray block can be
24 very patchy.

25 In terms of the processes of parasitism

1 or exerting -- or predation that exert pressure on
2 other insect populations, there is no evidence that
3 these processes are affected by the spraying of these
4 chemicals. We can measure the rates of parasitism
5 within the pest insect in sprayed and unsprayed blocks
6 and these kinds of studies have shown that these
7 parasitism rates are not impacted on, are not affected
8 by these -- either the chemical or biological
9 insecticide we are talking about.

10 With respect to aquatic invertebrates,
11 aminocarb certainly again has relatively little effect
12 on aquatic invertebrate communities. Fenitrothion and
13 carbaryl, on the other hand, sometimes cause modest
14 disturbance, and when I say that I am trying to capture
15 both sub-lethal effects such as the invertebrates being
16 affected to the extent that they lose their grip on the
17 substrate in a flowing stream and end up drifting down
18 the stream, which may or may not represent eventually
19 dying, in many cases they recover. And I am also
20 capturing the idea of disturbances where the
21 populations resident on a site might be affected.

22 There is some evidence for this, it
23 certainly is sporadic. Some of the data indicating
24 effects is generated at levels that are higher than the
25 levels of use that we are talking about, the

1 application rates we are talking about using here in
2 Ontario.

3 In forest ponds in a static water
4 situation there is a little more evidence for impacts
5 of fenitrothion and carbaryl on invertebrates,
6 particularly under conditions under which these
7 materials are found to be more persistent than normal,
8 and that tends to be small acidic ponds which have very
9 dark water so there is a limitation of light
10 penetration and it limits the role that light plays in
11 the breakdown of those materials. And, in those cases,
12 for some species of invertebrates we can in fact -- we
13 have in fact found evidence of population reductions
14 that persist for some time.

15 THE CHAIRMAN: Why within an acidic pond
16 do you have less light penetration, because I would
17 have thought that because most of the living plant
18 material is probably not present you would have more
19 light penetration?

20 Is not one of the tests of some of the
21 lakes that you can see right to the bottom 30 feet
22 down, probably that the lake is dead in terms of life?

23 MR. KINGSBURY: That's correct, Mr.
24 Chairman. In fact what I was trying to capture was
25 that you require both acidity plus a situation where

1 there is low light penetration. They are not combined;
2 they are two separate factors that both appear to have
3 to be there. The evidence for this primarily comes
4 from small forest ponds in the State of Maine, bog pond
5 situations.

6 Okay. I hopefully can get through this
7 in a fairly reasonable amount of time. I know it is a
8 bit ponderous, I am trying to capture a lot of data
9 very quickly.

10 Moving on to forest song birds and small
11 mammals. In terms of herbicides, again herbicides that
12 we are considering have low toxicity to forest song
13 birds and small mammals. The nature of the sites, that
14 they have been recently harvested certainly limits the
15 populations that are there at the time of application
16 and that can also be limited by the time we apply the
17 material. If in fact we are applying the material
18 outside of the breeding season of song birds, chances
19 are they won't be there.

20 MS. MURPHY: Q. So is the idea then that
21 you're saying there is low toxicity and low exposure?

22 MR. KINGSBURY: A. That's right.
23 Certainly the vast majority of the forest song bird
24 complex wouldn't be found breeding on a recently
25 harvested site because most of those species are

1 adapted to more advanced vegetative stages.

2 The long-term utilization of those sites
3 that are sprayed with herbicides by song birds and
4 mammals, again, will reflect the changes in the plant
5 communities that will arise on that site and that have
6 been influenced by the herbicide's actions.

7 I will return to the species complex that
8 initiated -- that was on the site prior to harvest may
9 be expedited in the long run if the effect of the
10 herbicide is to turn that back into a mature conifer
11 site, but in the interim, it will be the stages that it
12 goes through, each of which will provide opportunities,
13 different opportunities for species that have different
14 habitat requirements.

15 Moving now to the effects of insecticides
16 on forest song birds and small mammals. BT has been
17 found to have no impact on bird or mammal populations.
18 In addition, there is little evidence to support the
19 contention that BT's impacts on caterpillars in general
20 could lead to an indirect effect on bird populations or
21 mammal populations through the impact on their food
22 supply.

23 With respect to aminocarb and carbaryl,
24 there is a very extensive database available for both
25 these materials. They show little impact on song birds

1 or mammals. Field studies of carbaryl have been done
2 at up to six times the operational application rate,
3 again, without showing adverse impact on bird
4 populations.

5 For fenitrothion there has generally been
6 shown -- it has generally been shown not to affect bird
7 populations in total at registered application rates,
8 but there is a considerable weight of evidence
9 indicating sub-lethal effects on some species.

10 There is certainly debate within the
11 scientific community as to the significance of those
12 sub-lethal effects; mostly they refer to the
13 suppression of an enzyme within song birds that we know
14 is a temporary and transient effect, that that enzyme
15 activity will recover, and really the debate tends to
16 focus on what is the significance of that enzyme being
17 depressed for a period of time after spraying.

18 But I would again emphasize that in terms
19 of the parameter of the ability of song birds
20 populations to reproduce, the conclusion of a very,
21 very large body of data is that we cannot separate out
22 a fenitrothion effect on those song bird populations.

23 In terms of actual mortality of
24 individual song birds, the numbers of song birds that
25 have been reported picked up with fenitrothion is in

1 terms of a handful for a number of years.

2 THE CHAIRMAN: Mr. Kingsbury, what are
3 the groups of chemicals that are reputed to decrease
4 the thickness of egg shells for some species of birds;
5 is it the DDT group?

6 MR. KINGSBURY: That's right. The effect
7 you are talking about has been associated with
8 persistent chemicals, and it goes beyond pesticides,
9 that persist in the environment and also that
10 bio-concentrate and bio-magnify in the environment.

11 THE CHAIRMAN: And you are saying that
12 doesn't occur in the forest ecology situation?

13 MR. KINGSBURY: Exactly. If I might just
14 go back to --

15 MS. MURPHY: Q. Just to clarify, I don't
16 think -- were you saying it doesn't happen in forest
17 ecology or it doesn't happen with the registered
18 products you are discussing?

19 MR. KINGSBURY: A. That we are talking
20 about using in Ontario now, right.

21 MR. MARTEL: Well, what has happened then
22 to the loon population and the effect or the concerns
23 several years ago expressed that they weren't
24 reproducing simply because the egg shells weren't thick
25 enough to allow them to be born? What was causing

1 that?

2 MR. KINGSBURY: I wouldn't pretend to
3 have any expertise in, you know, in that specific issue
4 that you've brought up. The only relevance to what we
5 are doing here today I guess would be simply to
6 indicate that the loon is not a species that you would
7 expect any kind of exposure to these materials, given
8 its nesting sites and the places we find it in the
9 province.

10 I think that the decline in the
11 reproductive success of the loon in Ontario is
12 attributed to a lot of factors and my anecdotal
13 perception is that one of the major ones is disturbance
14 of nesting sites, not necessarily implying a
15 physiological effect on the eggs, but the fact that
16 loon reproduction is a very slow process, that normal
17 reproduction is measured in terms of successful
18 fledging of, you know, an individual or two at the
19 most, you know, per year and that it's very sensitive
20 to water level changes, to disturbance by humans, et
21 cetera, and there may be an environmental contaminant
22 component as you are suggesting, but I am not aware of
23 it and certainly my opinion is it has no linkage to
24 forestry use of pesticides.

25 Just to finish off my discussion of

1 fenitrothion and forest song birds, I would point out
2 that, again, there is experimentation in a block that
3 received many times the normal application rate of
4 fenitrothion, over five times. This was a study where
5 there was extensive involvement by a number of agencies
6 including the Wildlife Service -- the Canadian Wildlife
7 Service and that this study, despite the fact that we
8 have shown sub-lethal effects to often occur with
9 fenitrothion, failed to show either evidence of any
10 kind of mortality within the song bird population or an
11 impact on its ability to reproduce.

12 In terms of small mammals, there is
13 little evidence that any of these chemicals affect
14 small mammals in field populations -- in field
15 situations.

16 MS. MURPHY: Q. And there you were
17 speaking to those chemical insecticides?

18 MR. KINGSBURY: A. That's correct.
19 Finally dealing with fish. In terms of herbicides, as
20 with birds and animals, commercial products that we see
21 are of relative low toxicity to fish.

22 In some commercial products, such as
23 glyphosate, there are inert materials which are
24 included in the commercial product in order to make the
25 product do the job it's intended to. These are

1 materials such as surfactants or solvents or stickers.

2 Q. What is a surfactant intended to do?

3 A. A surfactant basically helps to get
4 the material into the plant system so it can function
5 there. It has basically a physical role of helping to
6 get it into and through the plant surface -- on to and
7 through the plant surface.

8 Some of these inert -- so-called inert
9 ingredients can in fact be more toxic and are more
10 toxic than the pesticide, the actual active ingredient
11 itself, and this is true of the commercial formulation
12 of glyphosate, Vision, where as we saw in my evidence
13 earlier the commercial product is considerably more
14 toxic than the pure pesticide material itself.

15 Q. And you are referring to Table 16.5
16 in your paper at page 259 that you were showing us
17 earlier; is that correct?

18 A. That's correct. The point to make
19 here is that both at the laboratory and in the field
20 evaluation procedure that I described in some detail in
21 the registration process, the data is generated using
22 the commercial products. If the manufacturer were to
23 make a significant change in that commercial product,
24 new data would be required by the registration process
25 in order to register that material. And, again, Dr.

1 Ritter expanded on this to a considerable degree
2 yesterday.

3 I have already shown you examples of the
4 type of exposure we see with herbicide applications and
5 indicated to you that the risk to fish are minimal, if
6 not miniscule.

7 With respect to the insecticide impacts
8 on fish, again, BT is not toxic to fish and has no
9 impact on them. Again, there are extensive databases
10 available on the effects of the aminocarb, carbaryl and
11 fenitrothion for their impacts on fish; these are both
12 field and lab studies, and they have shown that are
13 lethal or significant sub-lethal effects do not occur
14 at operational application rates.

15 In terms of indirect effects, again, I
16 would state that despite speculation as to the
17 potential indirect effects on fish that might occur
18 from impacts on their food organisms, there is little
19 evidence to demonstrate that such effects occur. On
20 the contrary, it's well documented that following the
21 spraying with broad spectrum chemical insecticides,
22 fish often exhibit increased feeding on both
23 terrestrial insects that are knocked into the stream
24 and aquatic invertebrates whose behaviour might be
25 affected to make them more susceptible to fish

1 predation.

2 It's a transient effect, it only lasts
3 for the first few hours after a spray application, but
4 it has even been shown to basically increase the growth
5 rate of fish for a short period of time. At the same
6 time there is no evidence that it indicates a
7 significant pathway into the fish of residues capable
8 of causing an impact on them.

9 In general, fish populations and critical
10 parameters about them such as their growth rates and
11 reproductive abilities are not affected by the use of
12 the materials we are considering.

13 That is a very brief review of the data,
14 the detailed datas and the references, the scientific
15 literature are contained within the ESSA Document.

16 Q. And I would just ask you to take the
17 ESSA Document then in hand at this point and what I
18 believe you are going to do at this stage is just take
19 us -- identify for us where in the document the
20 conclusions of that group can be found, and that you
21 had a couple of comments to make about those
22 conclusions before you complete your evidence?

23 A. That's correct, Ms. Murphy. If I
24 could ask you then to -- if I can walk you through the
25 conclusions of this document and I will summarize them

1 and make a few comments regarding them.

2 Turning first to page 36 to 39, and these
3 are conclusions regarding basically the residues of
4 these pesticides and their fate in the environment.

5 My summary would be herbicide residues
6 primarily end up in soil and plants; insecticide
7 residues primarily end up in foliage. The herbicides
8 and insecticides used for timber management in Ontario
9 are generally not very persistent. I would note a few
10 exceptions such as the persistence of simazine in soil
11 which tends to be greater than for the rest of the
12 materials, of 2,4-D in blueberries, and of carbaryl
13 and fenitrothion in water and sediments of those small
14 dark acidic ponds that I made reference to earlier.

15 And I would add to the conclusions in
16 this ESSA Document one that I think should be added to
17 that list and; that is: Residues of fenitrothion
18 persisting in the cuticular waxes of conifers. With
19 those exceptions, I would concur with the statement
20 that the pesticides used in Ontario are not very
21 persistent.

22 None of these pesticides show evidence of
23 significant leaching, show evidence of significant
24 bio-concentration or bio-magnification.

25 Turning to pages 43 to 45. Here we have

1 conclusions regarding direct toxic effects of the
2 pesticides we are considering. I would summarize them
3 as: The forestry herbicides in use in Ontario are very
4 unlikely to give rise to toxic effects on terrestrial
5 animals. I would note this group of conclusions
6 pertains to the terrestrial eco-system.

7 With respect to insecticides, the direct
8 toxic effects of BT are limited to non-target
9 caterpillars and they are modest. Aminocarb, carbaryl
10 and fenitrothion, the broad spectrum insecticides we
11 were discussing, have a wider range of direct effects
12 on non-target invertebrates, but they have negligible
13 or limited impacts on ecological processes.

14 These three materials that I mentioned do
15 not affect the overall populations or reproduction of
16 song birds and small mammals, but there is some
17 evidence for direct toxic effects on sensitive song
18 bird species for fenitrothion.

19 I would add the comment here that I have
20 some difficulty agreeing with the conclusions here that
21 suggest there is evidence for effects of aminocarb on
22 small mammals or for fenitrothion on small mammals and
23 amphibians, and I would suggest that in those areas
24 perhaps this conclusion reflects a lack of knowledge of
25 the entire relevant database or an overemphasis on

1 studies with which I feel there is considerable
2 evidence to the contrary.

3 If I could take you now to pages 63 to 64
4 and the conclusions on food chain effects. I would
5 summarize these as saying that insecticides but not
6 herbicides alter, to a modest extent, the amount and
7 distribution of prey available for insectivorous birds
8 and mammals.

9 In my opinion, for the vast majority of
10 predator/prey relationships, there is simply not a
11 large enough or a broad enough impact on the prey
12 organisms to result in significant effects on the prey
13 species -- predator species, sorry.

14 MS. CRONK: I'm sorry, Mr. Chairman,
15 could the witness repeat the last part of that, I
16 didn't get it.

17 MR. KINGSBURY: The second part of that
18 conclusion?

19 MS. CRONK: Or the whole thing actually.

20 MR. KINGSBURY: Okay. Summarizing it
21 again that insecticides but not herbicides alter, to
22 some extent, the amount and the distribution of prey
23 that's available for insectivorous birds and mammals.

24 In my opinion, for the vast majority of
25 predator/prey relationships, there is simply not a

1 large enough or broad enough impact on the prey species
2 to significantly impact on the predators.

3 MS. CRONK: Thank you.

4 MR. KINGSBURY: You are welcome.

5 We are almost at the end. Turning to
6 page 67 to 68 and here we have the conclusions
7 regarding habitat effects. As I have mentioned for
8 insecticides, the impacts of habitat -- the impacts on
9 habitat are primarily preservation of existing habitat.

10 Herbicides, on the other hand, change the
11 vegetation present in the treated area and modify the
12 rates of forest succession. They change these in a way
13 that is similar to other tending practices and they
14 change them on sites where previous activities
15 associated with timber management have already
16 dramatically altered the vegetation in the recent past.

17 It is, in fact, difficult to separate out
18 the effects on wildlife that come through the
19 herbicide-induced changes from the overall effects of
20 the entire range of activities on that site. I would,
21 however, say that the herbicides' effects would likely
22 be considerably less in terms of their changing
23 modification of the habitat than the effects of other
24 activities like harvesting.

25 And finally, on pages 80 and 81, the

1 conclusions regarding effects on aquatic organisms. I
2 would summarize these by saying that there is an
3 abundant literature supporting the conclusion that
4 toxic effects and significant sub-lethal effects on
5 fish have not resulted from the use of these materials
6 in forestry.

7 Chemical insecticides have been found to
8 sometimes have modest impacts on aquatic invertebrates,
9 communities, particularly in certain standing water
10 conditions and, again, I have made reference to small
11 ponds with highly coloured waters and acidic water
12 quality.

13 There is no evidence that aquatic
14 communities are impacted through habitat changes
15 resulting from the use of these pesticides, with the
16 possible exception of where insecticide spraying
17 maintains streamside cover.

18 My final conclusion then would be that
19 the pesticides registered for use in forest management
20 have negligible or limited impact on the ecologically
21 critical aspects of sensitive non-target organism
22 communities.

23 MS. MURPHY: Okay, thank you very much.
24 That is the end of Mr. Kingsbury's evidence. I have a
25 couple of minor matters to do for the record and I

1 could do that now and then I would suggest it is
2 probably a wise time to take the luncheon break and, as
3 I say, these are minor.

4 It was drawn to my attention that in
5 Exhibit 711, if you just take that exhibit and look at
6 page B, the title at the top of that page should be
7 amended so that it says: Generalized Pathways of
8 Potential Pesticide Effects. This one is the one that
9 deals with the general sort of situation and it's the
10 following one that deals with the specific situation.
11 So if you just amend the title to that.

12 MR. CASTRILLI: What page was that?

13 MS. MURPHY: I'm sorry, it's page B of
14 Exhibit 711. And you will see at the top the title of
15 it -- the title of that document makes reference to
16 insecticide. That should simply be changed to
17 pesticide, so it deals with both insecticide and
18 herbicide.

19 One other matter for the record I just
20 wanted to point out to you. Mr. Kingsbury was talking
21 about the classification, the registered classification
22 for forestry products. Just for your information there
23 is a description of the classification system and all
24 of the various types of pesticide classifications in
25 the paper that was submitted by Dr. Ritter and you will

1 find that discussion starting on page 94 of the
2 Statement of Evidence for Panel 12 in Volume I, that is
3 Exhibit 603A, and that discussion, as I said, begins on
4 page 94 and goes to 96.

5 THE CHAIRMAN: Thank you.

6 Ms. Cronk, are you going to require
7 additional time other than the lunch hour?

8 MS. CRONK: My only concern was when you
9 were intending to return.

10 THE CHAIRMAN: Well, we are intending to
11 return around two o'clock.

12 MS. CRONK: That would be fine, sure.

13 THE CHAIRMAN: Thank you.

14 MS. CRONK: I should indicate to the
15 Board I will make every effort to finish today, but
16 given the length of time this morning that was taken
17 in-chief, it may not be possible, but I will certainly
18 try.

19 THE CHAIRMAN: Okay. We will adjourn
20 until two o'clock.

21 Thank you.

22 ---Luncheon recess taken at 12:38 p.m.

23 ---Upon resuming at 2:05 p.m.

24 THE CHAIRMAN: Thank you. Be seated,
25 please.

1 Ms. Cronk?

2 MS. CRONK: Thank you, Mr. Chairman.

3 CROSS-EXAMINATION BY MS. CRONK:

4 Q. Mr. Kingsbury -- is that better?

5 MR. KINGSBURY: A. Yes.

6 Q. Mr. Kingsbury, I introduced myself to
7 you earlier today but, Dr. Ritter, we have not met. My
8 name is Eleanor Cronk and I'm one of the counsel
9 representing the Ontario Forest Industries Association
10 and the Ontario Lumber Manufacturers Association. And
11 perhaps, Dr. Ritter, if we could, I could put my
12 initial questions to you.

13 You will recall that on Tuesday during
14 the course of your evidence you used a number of
15 overheads, Exhibit 709, and Ms. Murphy distributed
16 photocopies of them.

17 Do you have a set of the photocopies?

18 DR. RITTER: A. Yes, I do.

19 Q. All right. If I could ask you to
20 look at Exhibit 709A, the first page of it, and I
21 simply want to ensure that I understand the background
22 to some of the information that you have provided to
23 the Board.

24 As I understand the first page of the
25 exhibit, it simply shows the federal -- the various

1 federal government agencies involved in the processing
2 of submissions for pesticide registrations; is that
3 correct?

4 A. Yes, it is.

5 Q. Only one of which is your own, that
6 being Health and Welfare Canada?

7 A. That's correct.

8 Q. And the next page B depicts the
9 organization of your own department?

10 A. Yes.

11 Q. And if we go through the next three
12 pages; that is, C through to E, they set out the types
13 of studies required to support a registration
14 application that you described in some detail to the
15 Board; is that correct?

16 A. With regards to helth and safety
17 studies, yes.

18 Q. All right. But that was the point
19 that I was coming to, Dr. Ritter.

20 A. Yes.

21 Q. Do I understand it correctly that all
22 of the studies that you have described are specific to
23 your own department and to the issue of examining
24 health and welfare implications of a pesticide
25 registration application?

1 A. In fact it's even more specific than
2 that, it is that and something less. The studies that
3 I have described are specific to the evaluation of
4 occupational and bystander health with regards to a
5 pesticide submission. And the studies which I have
6 provided here, the studies which I have described do
7 not include an evaluation of food residues.

8 So there would be additional studies that
9 would be required for applications of pesticides to
10 food products.

11 Q. And are they required by Health and
12 Welfare or by Agriculture Canada?

13 A. They are required by Health and
14 Welfare. Food residues in Canada are regulated under
15 authority of the Food and Drug Act administered by the
16 Minister of Health.

17 Q. Thank you. Then with that
18 elaboration, do I have it then that all of the studies
19 that you outlined and discussed in some detail for the
20 Board are those particular to the responsibilities of
21 your department; that being Health and Welfare?

22 A. That's correct.

23 Q. All right. And am I also correct
24 that a large number of studies and data production, if
25 I can describe it that way, is required of a pesticide

1 registration applicant from the other federal agencies
2 identified in Exhibit 709A?

3 A. Yes.

4 Q. And all of those studies are
5 increment to those required by your own department?

6 A. I don't think I would construe them
7 as incremental, but rather additional.

8 Q. All right. Would you agree with me
9 as a general matter, Dr. Ritter, based on your
10 experience in the process of application review that
11 from an applicant's perspective a very large number of
12 studies are required by the federal regulatory
13 authorities to support an application for registration?

14 A. Yes, both nationally and
15 internationally. I have been told many, many times by
16 both the regulated and the regulators that we have what
17 many consider to be among the most stringent
18 requirements in the world.

19 Q. Do you regard it as such, Dr. Ritter?

20 A. Yes, I do.

21 Q. And when you make that statement are
22 you referring to the quantity of material, the extent
23 of the database that's required, or as well to the
24 nature of the database that's required?

25 A. All of that, in addition to the

1 intensity of the review.

2 Q. Thank you. So that from an
3 applicant's perspective then, if I could ask you to
4 wear that hat for a moment if you could, are we agreed
5 then that an applicant is required to submit a large
6 database, a great number of studies to support an
7 application; that's the first item?

8 A. Yes.

9 Q. And as you have outlined, the data
10 and the studies which are then submitted are subject to
11 what some regard, including yourself, as one of the
12 most stringent systems in the world for this kind of
13 registration evaluation?

14 A. Yes.

15 Q. Is it also fair to suggest, Dr.
16 Ritter, in your experience that the production of that
17 database as required by Canadian federal regulatory
18 authorities is a very costly proposition for a
19 registration applicant?

20 A. Yes.

21 Q. And based on your experience, can you
22 assist the Board as to how long it takes, on average -
23 I recognize there is exceptions to every general
24 proposition - but how long does it take on average for
25 an applicant, from the initiation stage of the study

1 preparatory work to the point of data submission to
2 complete, compile and submit the necessary studies in
3 support of a registration application?

4 A. With regards to studies submitted
5 pertaining to health and safety only, because I'm not
6 really aware of the time required for the other
7 components, typically it could take 10 years.

8 Q. And that is typical?

9 A. That's typical.

10 Q. And would it be fair to suggest that
11 depending on the nature of the studies required by
12 other agencies and depending on whether they can be
13 conducted in tandem, if you will, with those required
14 by your department, that time period could be
15 lengthened?

16 A. It could be, yes.

17 Q. All right. And after submission of
18 that database to your department, how long typically
19 does your department evaluation process then take; what
20 kind of time frame is an applicant looking at from the
21 time your department gets it to the time of evaluation
22 response?

23 A. I would like to change your question
24 a little bit, if I may. The typical turnaround time
25 from submission to initial response in our hands is of

1 the order of 8 months to a year, but I would hasten to
2 add that rarely has an application ever been approved
3 following an initial submission.

4 So that these submissions typically are
5 in review, are in evaluation and negotiation for lack
6 of a better term for periods of two, three, five years
7 in some cases where some questions may be generated
8 which, in turn, will require the generation of
9 additional data and so on and so forth.

10 Q. All right. So that from, again, an
11 applicant's perspective, a manufacturer of a potential
12 pesticide product could be looking at anything from 10
13 to 15 years -- I'm sorry -- yes, 10 to 15 years from
14 the time of initial preparation of these materials to
15 the time of final review assessment by your department
16 and your department alone?

17 A. I would say that represents more
18 often than not the extreme case, but it's not
19 unrepresentative. That order is correct.

20 Q. All right. Something in the vicinity
21 of 12, 13 years being not atypical?

22 A. That's right.

23 Q. All right. And then there is the
24 review involved by all the other federal agencies as
25 well?

1 A. That's right, but that may be going
2 on simultaneously rather than consecutively.

3 Q. And in terms of the in tandem review,
4 if I can put it that way, by the various agencies who
5 have input into the evaluation process, typically are
6 these data packages, are the applications submitted in
7 progress by an applicant, or as a bundle, as one if you
8 were?

9 A. In our hands at least we are
10 reluctant generally speaking to accept results of
11 studies which are in progress. The nature of the
12 studies which we examine are such that results in
13 progress are often not terribly informative.

14 If I can just very quickly illustrate
15 with an example. If we are looking at a cancer study
16 which typically will run two years and may take up to
17 four years to report, if one were to submit results of
18 that study when it were halfway through, because tumors
19 often occur at the end of the study, it would not be
20 surprising if tumors did not occur halfway through the
21 study.

22 So, in that regard, submitting results
23 from a half completed cancer study are really not very
24 informative for the purpose for which the study was
25 conducted. We are reluctant to accept studies other

1 than to put them on the shelf and await completion of
2 the study.

3 Q. All right. So that a value for the
4 reason that you have outlined, evaluation by your
5 department takes place when the database is complete?

6 A. That's right.

7 Q. And submitted as a whole by the
8 applicant; is that right?

9 A. That's right, with one or two notable
10 exceptions. As we discussed the other day, full-scale
11 field exposure studies may be conducted during the
12 first semi-operational part of the registration
13 process; that is, during a larger scale experimental
14 use permit because it's the only way that actual field
15 conditions can be replicated for the purpose of
16 gathering exposure data.

17 But notwithstanding those sorts of
18 exceptions, generally speaking, we would require
19 submission of the complete database before evaluation
20 would begin.

21 Q. To the extent that you are familiar
22 with practices of the other involved federal agencies,
23 is that representative of the practices of those
24 agencies as well?

25 A. It depends really on the agency you

1 are referring to. As Mr. Kingsbury pointed out this
2 morning, many environmental impact studies I believe
3 are actually conducted in many instances -- I shouldn't
4 say many -- some environmental impacts studies are
5 conducted after registration because it's impossible to
6 gather large-scale operational impact data from
7 small-scale research trials.

8 So I think in the case of some of the
9 other agencies it's a mix of both. There certainly is
10 quite a bit of data that is required in the pre-market
11 context, but there is a substantial amount of data
12 which is gathered in the post-market context.

13 Q. Just looking at the pre-market time
14 frame because it's that step or process, if you will,
15 that results in either acceptance or rejection of a
16 registration application; am I right?

17 A. Yes.

18 Q. All right. Just dealing then with
19 the pre-market database, am I correct that the federal
20 agencies in addition to your own typically have a
21 procedure in place akin to your own and; that is, they
22 receive and wish to receive for evaluation the database
23 packages as a whole?

24 A. Yes.

25 Q. All right. And then, as you said,

1 once approved -- a decision on approval is forthcoming
2 post-market information can be dealt with in accordance
3 with what's appropriate for the nature of the study?

4 A. Yes.

5 Q. All right.

6 THE CHAIRMAN: Ms. Cronk, can I just
7 interject here.

8 Dr. Ritter, does that mean in effect that
9 in order to have complete data on exposure in order for
10 you to make the evaluation and then register before
11 allowing it on the market, most of these substances or
12 insecticides or pesticides will have been registered in
13 some other countries that allow for use prior to having
14 the exposure data?

15 DR. RITTER: In other countries, yes.

16 THE CHAIRMAN: In other jurisdictions.
17 So in other words, you would be deriving some of your
18 exposure data from the use of the product in some other
19 country that allows the product on the market prior to
20 having the complete set of data because we wouldn't
21 allow it on the market here until you have that data;
22 is that correct?

23 DR. RITTER: Yes. In fact, that occurs
24 quite frequently because other countries do not impose
25 the requirement for human exposure data which we do in

1 Canada, it is very frequently the case where one will
2 submit human exposure data which has been generated in
3 another country.

4 In contrast to the environmental impact
5 data which is very dependent on climate and a variety
6 of other physical environmental parameters, human
7 exposure data is less sensitive to those variables and,
8 consequently, exposure data which may have been
9 generated in the United States or in Europe is as
10 useful as exposure data generated in Canada provided
11 that the use and application and equipment are similar.

12 THE CHAIRMAN: And that was my next
13 question: Therefore, in most of these studies you are
14 relying on externally generated data and, therefore,
15 you are happy with the quality of that data?

16 DR. RITTER: I think I would put the
17 emphasis on the quality of the data rather than the
18 venue in which it has been generated. The emphasis --
19 the criterion is based on the quality of the data, not
20 the geographic locale where it may have been generated.

21 There are conditions which we impose and
22 apply to the evaluation of this data, and if these
23 conditions are not met, even if the exposure data had
24 been generated in Canada, it would be considered
25 equally unacceptable.

1 So that we are less concerned with what
2 geographic region has formed the basis for the
3 generation of these data and we're more concerned with
4 the quality of the data per se.

5 THE CHAIRMAN: But you would necessarily
6 have a ranking I suppose of which countries generate
7 the type of data that you would feel more comfortable
8 relying on because of the methods they use than, say,
9 some other countries?

10 DR. RITTER: I wouldn't say we have a
11 ranking but I think, as is the practice in any
12 discipline, after having done this for some years, one
13 has a sense of more reliable and less reliable sources.

14 THE CHAIRMAN: Okay.

15 MR. MARTEL: But you do rely on -- I
16 think you said, and maybe I wrote it down incorrectly,
17 that you do rely on data after it has gone on the
18 market here, the process goes on of reviewing the
19 material?

20 DR. RITTER: In the context of health and
21 safety?

22 MR. MARTEL: Yes.

23 DR. RITTER: No.

24 MR. MARTEL: No?

25 DR. RITTER: No. All of the health and

1 safety information, all of the health and safety
2 information is required prior to registration. The
3 only exception to that is where there may be no human
4 exposure data available from another jurisdiction and
5 where that exposure data may be required to be
6 generated for the first time to support the Canadian
7 petition we may, under circumstances, agree to the
8 generation of that exposure data in Canada under
9 restricted experimental use permits.

10 But with that exception noted, and I
11 should perhaps add that it doesn't happen all that
12 frequently because the chemicals, for a variety of
13 economic reasons, are rarely introduced into Canada
14 first. So that more often than not there is human
15 exposure data that is available from other
16 jurisdictions.

17 All of the health and safety data, all of
18 the toxicology data which I described must be evaluated
19 prior to registration.

20 MS. CRONK: Q. A number of matters
21 arising out of that discussion, Dr. Ritter. Dealing
22 first with one of the points you discussed with the
23 Chairman, I have understood you to say that in many
24 cases exposure data or human health data is available
25 at the time of evaluation by Canadian authorities

1 emanating from other jurisdictions; is that correct?

2 DR. RITTER: A. That's correct.

3 Q. So in that sense, to the extent that
4 it is available, a known to you, and presumably the
5 applicant would make you aware of that--

6 A. Yes.

7 Q. --if there was information that was
8 relevant to the review process; isn't that fair?

9 A. Yes.

10 Q. To the extent that it is known to you
11 and available to you, that forms a constituent part of
12 the database that is available to your department for
13 the evaluation?

14 A. That's correct.

15 Q. All right. Would it be also fair to
16 say, however, that it should not be taken from that
17 that there is not data dealing with human health
18 effects emanating from Canadian scientists, Canadian
19 sources that is also taken into consideration where it
20 exists?

21 A. That's correct.

22 Q. All right. Would it be also fair to
23 say that in many situations, therefore, you are dealing
24 with information from both offshore and from within
25 this jurisdiction in point of source?

1 A. Oh, absolutely, yes.

2 Q. All right. And with respect to the
3 question or the discussion that you had with Mr.
4 Martel, you have indicated that all of the -- let me
5 rephrase it. I would ask for your confirmation if I
6 understand this correctly.

7 All of the requirements imposed upon an
8 applicant by your department in terms of data and
9 information production to support an application must
10 be submitted and reviewed in full before a registration
11 decision is made; is that correct?

12 A. That's correct. Now, in saying
13 "all", as I think about that on reflection, I am sure
14 one will be able to find an example of where perhaps
15 that principle has been violated. So in the interest
16 of precision, I should perhaps say in the vast
17 overwhelming majority of cases.

18 Q. All right. I will take that, thank
19 you. Having said that, however --

20 THE CHAIRMAN: It sounds like a very
21 lawyer-like qualification.

22 MS. CRONK: I kind of liked it.

23 Q. I understand that to mean in almost
24 every single case?

25 DR. RITTER: A. That's correct.

1 Q. Thank you.

2 A. I can't think of an exception as I
3 sit here, but I'm confident that there is one.

4 Q. Thank you. I don't have it, if it
5 puts your mind at rest, and nor am I interested
6 particularly in having it.

7 So having said that, what I am interested
8 in though is the flip side of that, Dr. Ritter, to make
9 myself clear and; that is, that if human health
10 relevant information is made known to you or becomes
11 available in the scientific community relevant to a
12 product that has received registration approval,
13 although that approval has already been granted, do I
14 understand correctly that obviously your department
15 would look at that information?

16 A. We would not only look at it, but we
17 would act on it and there are a number of very notable
18 examples in the last three to five years within
19 contemporary history that we could refer to where I
20 think the action the department has taken is evident.

21 Q. All right. And so in that sense,
22 when Mr. Martel, as I understood the question,
23 suggested to you that the process was ongoing and that
24 there was post-market information considered by your
25 department; that is correct?

1 A. That's right.

2 Q. All right. And am I also correct
3 that in both the pre-market stage of evaluation and the
4 ongoing post-market stage of evaluation, your
5 department or other federal agencies involved in the
6 process can require an applicant or manufacturer to
7 produce additional information?

8 A. Oh yes.

9 Q. Additional data?

10 A. Yes.

11 Q. And that applies both before
12 registration is granted, if at all, and after, if it is
13 granted?

14 A. Yes.

15 Q. And, similarly, the jurisdiction
16 exists both for your department and for the other
17 involved federal agencies to require retesting?

18 A. Yes.

19 Q. A replication of results study?

20 A. Yes.

21 Q. And, for example, that different
22 dosages be used in a manner similar to the -- sorry.
23 That, for example, retesting could be required
24 requiring different dosages, a different rate of
25 application, a different field study circumstance?

1 A. Yes.

2 Q. All right. All of that results in
3 more time for the applicant, if required?

4 A. Yes.

5 Q. All of that results in more cost for
6 the applicant, if required?

7 A. Yes.

8 Q. All right. Can we deal with the cost
9 side of the issue then. I am interested, if you are
10 able to assist the Board, in providing the Board with a
11 perspective on what the economic implications of an
12 application procedure of this kind are for an
13 applicant.

14 You told us what the time frame is,
15 roughly 10 to 15 years, not atypically 12 years or so.
16 What, in your experience, if you can assist the Board,
17 are the costs associated for the applicant from the
18 initiation of the preparation of their required studies
19 and data to the time of initial submission. Let's just
20 take it that far for the moment. In approximate terms
21 can you assist the Board?

22 A. The numbers that I have seen which
23 have been circulated by both the Environmental
24 Protection Agency in the United States and by the
25 National Agrochemical Association in the United States,

1 the trade association representing manufacturers of
2 pesticides, currently runs between 15 and \$20-million.

3 That's to satisfy U.S. registration
4 requirements which are, in many cases, identical to
5 Canadian and, in some cases, may be different such as
6 the environmental impact. They would be additional to
7 those data requirements in the United States.

8 Q. And that is then at the time, as I
9 suggested, of initial submission?

10 A. That's right.

11 Q. And that is in U.S. dollars
12 presumably--

13 A. Yes.

14 Q. --if it emanates from U.S. sources?

15 A. Yes.

16 Q. After the data package is then
17 submitted, there is the course of review by the federal
18 agencies that are involved in the evaluation process
19 itself and that, you would agree with me, represents a
20 different form of cost, this time to the taxpayer?

21 A. Yes.

22 Q. All right. Can you help me as to,
23 based on your experience, the person hours involved in
24 that evaluation process? Is there any information you
25 can provide to the Board in terms of the price tag, if

1 you will, if I can put it that way, for the time
2 involved to carry out that evaluation process?

3 A. I can't give you an accurate or even
4 an inaccurate number from Canadian files primarily
5 because that subject is under consideration right now
6 by the Treasury Board of Canada in its exercise in
7 looking at cost recovery programs, but I can tell you
8 that in the United States the cost for evaluation.

9 In Canada there is a nominal fee, and it
10 escapes me right now what it is, but it is of the order
11 I think of \$100 or it was \$100 until fairly recently.

12 Q. And that is taxi fare to get the
13 material there?

14 A. I'm sorry?

15 Q. That's taxi fare to get the material?

16 A. Well... In the United States, the
17 registration standard process, which I discussed
18 briefly during the course of my presentation, the
19 process of re-evaluating a pesticide which, for all
20 practical purposes, one might say is very similar to
21 evaluating a new submission, except that there might be
22 much less data to evaluate because it is an older
23 product, that process in the United States has been
24 estimated to cost 2 to 3 PYs and in the order of
25 \$100,000 in extramural funding per chemical, and I

1 can't imagine why the cost would be substantially
2 different in Canada.

3 So if we were to look for a ballpark
4 figure, I would think it's -- that could be off by 50
5 per cent, but to give you a sense of magnitude, I think
6 it is somewhere in that order.

7 Q. All right. So that if we were then
8 to attempt to arrive at an approximation of the cost
9 consequences to the applicant - just to the applicant
10 of an application of this kind - we could take the U.S.
11 figure that you provided to us, convert it to Canadian
12 dollars and we would receive an approximation of what
13 the costs are just up to the time of submission; is
14 that correct?

15 A. That's right, yes..

16 Q. And thereafter if any retesting is
17 required, if any new protocols are to be followed, if
18 any duplication tests are to be carried out, those are
19 incremental costs?

20 A. Yes.

21 Q. Would you agree with me, Dr. Ritter,
22 based on your experience, that it is not at all unusual
23 for the costs for a pesticide registration applicant to
24 range in Canadian dollars from anywhere to 25- to over
25 \$30-million depending upon the nature of the evaluation

1 process and the materials required to be submitted?

2 A. I have seen that number used
3 frequently, yes.

4 Q. And there are cases in fact where the
5 costs are higher?

6 A. Yes.

7 THE CHAIRMAN: Ms. Cronk, if I could ask
8 some questions arising out of that.

9 Dr. Ritter, I take it for this kind of
10 investment on the part of companies that their
11 formulations would be or they would attempt to protect
12 their formulations through some kind of proprietary
13 property registrations of some kind, patent
14 registrations, et cetera?

15 DR. RITTER: Yes.

16 THE CHAIRMAN: And, therefore, this data
17 that you are receiving from various outside sources
18 would be confidential to the extent that competitors
19 would not have access to it; is that correct?

20 DR. RITTER: That's correct.

21 THE CHAIRMAN: And, therefore, there
22 would be no way of subjecting that data to scrutiny of
23 others other than your department or other regulatory
24 agencies to which this has to be submitted who, I take
25 it, are under an obligation not to divulge information

1 that would obviate the proprietary confidentiality of
2 some of this information; is that correct?

3 DR. RITTER: That's correct?

4 THE CHAIRMAN: And so in this sense there
5 isn't the availability of public scrutiny that you
6 would normally allow data to be subjected to in another
7 context; i.e., if it weren't subject to a proprietary
8 interest in favour of a particular party?

9 DR. RITTER: It's correct that the laws
10 in Canada and in the United States and in many other
11 jurisdictions prevent or prohibit the release of that
12 information to third parties. I'm not sure that it's
13 necessarily correct that that's unlike the situation in
14 other areas.

15 THE CHAIRMAN: Well, for instance, as I
16 understand it, correct me if I am wrong, the Alachlor
17 Review Panel sought undertakings from various
18 participants not to divulge any information that
19 would -- like, outside of that process that was not
20 required for that review; is that correct?

21 DR. RITTER: No, I think you may have
22 been mislead in part. There were undertakings which
23 were required by participants of the Alachlor Review,
24 but insofar as it was a public inquiry, all of the
25 toxicology information, all of the environmental impact

1 information, all of the evidence which was presented,
2 discussed, cross-examined during the course of those 17
3 months were a matter of public record.

4 I would say the only components that were
5 held in-camera and for which those binding agreements
6 were entered into related primarily to formulation
7 chemistry.

8 THE CHAIRMAN: Okay.

9 DR. RITTER: And virtually exclusively to
10 that area.

11 THE CHAIRMAN: And, in your professional
12 opinion, do you feel that any of this proprietary
13 interest consideration in any way inhibits the
14 evaluation of the product?

15 DR. RITTER: None whatsoever.

16 THE CHAIRMAN: So you are confident that
17 you are getting everything that you need or your
18 department needs in order to effectively evaluate
19 something?

20 DR. RITTER: Yes. I am truly confident
21 because it is not a process which is being carried on
22 exclusively in Canada and, whereas the data to which
23 you refer may not be subjected -- are prohibited from
24 disclosure to third parties in Canada, there is, as you
25 can well imagine, interaction between various

1 regulatory agencies, both nationally and
2 internationally.

3 So although there is not the public
4 consultation, if you like, to which you refer, there
5 are certainly consultations. The Alachlor example
6 which you illustrated with a moment ago, there were
7 extensive consultations that took place between
8 ourselves and the United States Environmental
9 Protection Agency.

10 THE CHAIRMAN: And that type of
11 consultation between scientists--

12 DR. RITTER: Yes.

13 THE CHAIRMAN: --for non-commercial
14 purpose--

15 DR. RITTER: Yes.

16 THE CHAIRMAN: --is permissible, I take
17 it?

18 DR. RITTER: Well, I think I would have
19 to ask my counsel if it's permissible. We do it, and I
20 am not going to offer you a legal opinion as to whether
21 or not it's permissible.

22 MS. CRONK: I think you usually ask your
23 counsel about that before you give the answer, but
24 that's a small point.

25 DR. RITTER: Well, I'm not commenting on

1 whether or not it's lawful, I'm simply saying we do it.

2 THE CHAIRMAN: Okay. Thank you, Ms.
3 Cronk.

4 MS. CRONK: You're welcome, sir.

5 Q. Do I understand with respect to the
6 involvement in this country, however, of various
7 federal agencies, Dr. Ritter, that there is a
8 consultation process, if I can put it that way, inter
9 the various federal agencies concerning a pending
10 application?

11 DR. RITTER: A. Yes, we meet
12 approximately every six weeks, the departments involved
13 federally in pesticide regulation.

14 Q. And is the information and data made
15 available to you by the applicant made available to
16 other federal agencies for their consideration as part
17 of the evaluation process?

18 A. It's actually simpler than that. The
19 data is in essence made available to the Department of
20 Agriculture, so anything that is made available through
21 submission to the Department of Agriculture, the
22 department with statutory authority in Canada, is, if
23 you like, made available to all core departments.

24 Q. So each then of the agencies that you
25 have depicted on Exhibit 709A has access to the

1 complete data package, complete submission material put
2 forward by an applicant for registration; is that
3 correct?

4 A. They can if they so desire. We, for
5 example, will rarely request anything except
6 information relating to human health, but we would have
7 access to fish or environmental or --

8 Q. If you sought it?

9 A. That's right.

10 Q. All right. And am I also correct
11 that other jurisdictions in addition to Canada, just
12 dealing with the pesticide registration context, other
13 jurisdictions apart from Canada protect proprietary
14 information in a way conceptually similar to that done
15 in Canada, the United States for example?

16 A. The United States does and that's
17 about the only jurisdiction I can comment on.

18 Q. All right, thank you. Could I ask
19 you to put Exhibit 709 briefly back in front of you, if
20 you would please, Dr. Ritter.

21 And, again, dealing with cost issues to
22 the applicant in bringing forward a pesticide for
23 consideration for registration, if you could look just
24 at page E, if you would for a moment. That's the page
25 that identifies, as I understand it, a number of the

1 long-term tests required by your department?

2 A. Yes.

3 Q. All right. One of which is chronic
4 feeding tests?

5 A. Yes.

6 Q. Chronic studies?

7 A. Yes.

8 Q. You have told the Board, as I
9 understood your evidence, that those studies require
10 dietary administration of the subject active ingredient
11 to rats; am I right in that?

12 A. Yes.

13 Q. And it is for at least -- was it 90
14 per cent or 80 per cent of the lifespan of the rat?

15 A. 90 per cent of the anticipated
16 lifespan of the rat which translates with most strains
17 of rats being used today to no less than 24 months.

18 Q. All right. So we are looking then at
19 a study requirement that a study continue for at least
20 two years?

21 A. That's right.

22 Q. All right. And after that, as I
23 understand it, the pathology is required?

24 A. More than just the pathology. There
25 is a variety of clinical investigations which go on

1 after that time and they would include pathology,
2 haematology, biochemistry, urine analysis, organ
3 weights, tissue residue analysis, so on and so forth.

4 Q. So all of the laboratory analyses
5 then take place after that two-year period?

6 A. That's correct.

7 Q. Then there is the process of report
8 writing--

9 A. That's right.

10 Q. --compilation and interpretation of
11 the data collected?

12 A. That's right.

13 Q. Is it fair to say, Doctor, that just
14 to do one of those studies can take anywhere from
15 approximately four years or more; it can be that long?

16 A. In our hands we find that the in-life
17 portion typically runs about two years and we tend to
18 look at the reporting time to be about four years from
19 initiation of the study.

20 I would say that virtually no study is
21 ever reported in less than about four years from the
22 time that it has been initiated.

23 Q. And that's for one chronic feeding
24 rat study?

25 A. But many of these studies are going

1 on concurrently.

2 Q. All right.

3 A. But that's for one chronic feeding
4 study, that's correct.

5 THE CHAIRMAN: Did you say that you
6 analyse after the two-year period?

7 DR. RITTER: That's correct.

8 THE CHAIRMAN: You wouldn't analyse
9 ongoing, like as --

10 DR. RITTER: There are a limited number
11 of parameters that are investigated on an ongoing
12 basis, but because the nature of the study is to
13 determine effects which may be associated with chronic
14 exposure to the chemical, chronic exposure should first
15 take place before those effects are evaluated.

16 To put it into another context perhaps,
17 the cancer example that I used before, we tend to think
18 of cancer as being primarily a disease of mature onset.
19 It would not be --

20 MS. CRONK: I'm sorry?

21 DR. RITTER: A disease of mature onset.
22 It would not be very informative to look for the
23 appearance of tumors in a study at one year, for
24 example, when you would not normally expect these
25 tumors to start appearing until 20 or 22 months into

1 the study.

2 Now, there are daily, weekly, depending
3 on the particular protocol, there are regular clinical
4 pathology observations that are made throughout the
5 course of the study, though should those tumors appear
6 much earlier than two years - and that has certainly
7 been the case for a number of compounds - they too
8 would be discovered.

9 But as a matter of routine, as a matter
10 of protocol, because these studies are designed to
11 assess effects associated with long-term exposure, the
12 objective is, of course, to ensure that long-term
13 exposure has first taken place.

14 MS. CRONK: Q. Can you estimate for the
15 Board, Dr. Ritter, the approximate costs associated
16 with producing over that four-year period one chronic
17 feeding study?

18 DR. RITTER: A. \$2-million.

19 Q. Canadian dollars or U.S.?

20 A. It is roughly \$2-million.

21 Q. Here or there?

22 A. The numbers always refer to U.S.
23 dollars. That number may vary a little bit depending
24 on whether or not the study is done in-house or the
25 study has been contracted out.

1 As you can well imagine, studies that are
2 contracted out tend to cost a little bit more, but
3 \$2-million again. What I am trying to impart is a
4 sense of an order of magnitude rather than a precise
5 dollar value. It's not a hundred thousand, that's the
6 message I am trying to impart.

7 MR. MARTEL: Could I ask you a question
8 then? If the feeding period is two years, you are
9 saying that the testing, laboratory testing thereafter
10 takes two more years?

11 DR. RITTER: Laboratory testing, analysis
12 and report writing, that's correct.

13 MR. MARTEL: Have you got a shortage of
14 staff or is it just not possible to do it any quicker?

15 DR. RITTER: Well, let me give you some
16 numbers that may give you a sense of perspective on the
17 study that we are talking about.

18 A typical cancer study will have three
19 dose groups and a control for each sex. So what you
20 will have is a total of eight dose groups in the study;
21 four for the males, four for the females, each of which
22 will contain at least 50 animals and in many studies
23 may contain more than that. So for the males you will
24 have a total of 200 animals and for the females you
25 will have a total of 200 animals.

1 In terms of pathology, by way of example,
2 there are approximately 60 organs or tissue systems
3 that are examined on each animal. So if we think of 4-
4 to 500 animals - and I'm not going to endeavour to do
5 the arithmetic in my head - and roughly 60 organ
6 examinations per animal, what does that come out to,
7 30,000? 30,000 tissue examinations, 30,000 diagnoses
8 that have to be rendered.

9 We can go through that same kind of a
10 calculation for biochemistry and I think I saw one
11 reference that estimated that there are approximately
12 one million data points in a two-year chronic feeding
13 study.

14 MR. MARTEL: Okay, thank you.

15 MS. CRONK: Q. Coming back then to the
16 approximation that you provided concerning the costs of
17 a two-year chronic feeding study, that \$2-million
18 figure I should fairly think about as a ballpark figure
19 in American dollars?

20 DR. RITTER: A. That's right.

21 Q. All right. And if we could just by
22 way of another example for the Board deal with the
23 issue of cancer studies as you have raised it, how long
24 from start to finish does one of those tests normally
25 take, one of those studies?

1 A. Cancer studies?

2 Q. Yes.

3 A. The in-life portion, if the study is
4 conducted in rats, would be at least 24 months and if
5 conducted in mice is at least 18 months. The actual
6 duration of the study in mice is defined by a different
7 set of parameters, but will usually run no less than 18
8 months.

9 Q. Are they required in both species?

10 A. Yes, they are.

11 Q. All right. Is that incremental time
12 or can they be undertaken concurrently?

13 A. Concurrently.

14 Q. All right. And after that we have
15 again all of the steps that you mentioned in terms of
16 analyses of the data and a consideration of it,
17 evaluation of it, and then the reporting of it?

18 A. Yes. Less so in terms of laboratory
19 investigations in the mouse study because the mouse
20 studies are generally intended as a tumor counting
21 exercise more or less exclusively.

22 So that many of the laboratory
23 investigations are restricted to the rat study, but the
24 histopathology is an exercise that both the rat and the
25 mouse study are subjected to.

1 Q. Are we talking, Dr. Ritter, four
2 years for a study of this kind as well?

3 A. It's -- again, that's the order of
4 magnitude. It may be three and a half years in the
5 case of a mouse study, but something like that.

6 Q. All right. And what are the
7 approximate costs to the applicant of conducting a
8 study of that kind?

9 A. About \$1.5-million.

10 Q. In U.S. dollars?

11 A. Yes.

12 Q. Would you agree with me, Dr. Ritter,
13 that taking those factors into consideration, both the
14 time factors of individual studies and the overall time
15 period that is typically experienced by applicants as
16 well as the cost factors, that it is a very serious
17 investment and a long-term investment for a
18 manufacturer to undertake an application for pesticide
19 registration approval in this country under the current
20 system?

21 A. Yes.

22 Q. And that that -- am I also correct
23 that that applied equally to those chemicals that
24 currently bear registration status for forestry uses,
25 the same situation applied?

1 A. By and large. As you can well
2 imagine, the data requirements have changed over the
3 years and through that period of time there have been
4 more and more studies that have been added to the list
5 of required studies.

6 So depending on what chemical you are
7 referring to and what point in time it may have been
8 registered at, that would have determined the study
9 requirements that were in place at that particular
10 time. So it is a function of when it was registered as
11 to exactly what data would have been required.

12 Q. And certainly with respect to new
13 products, those are the implications for an applicant;
14 in terms of both time and cost, it is a major long-term
15 investment of both; is it not?

16 A. Yes. It is the implication for any
17 product that's been registered within the last 8 or 9
18 or 10 years.

19 Q. All right. And from today forward--

20 A. Yes.

21 Q. --any product that is either in
22 progress as part of a pending application or an
23 intended application or any that might come down the
24 line in the future?

25 A. Yes.

1 Q. Would you also agree with me, Dr.
2 Ritter, or are you in a position to agree or disagree
3 that the market in Canada for forestry applications of
4 pesticides is very small, comparatively speaking?

5 A. Yes.

6 Q. For example, the market for
7 agricultural usage is much larger indeed?

8 A. Yes.

9 Q. And that therefore I suggest, and I
10 would welcome your views, that an application for
11 pesticide registration for forestry uses alone is
12 uneconomic?

13 A. I am going to prefer not to comment
14 on that. There are many considerations I think that go
15 into the viability of how attractive is the
16 application.

17 Q. All right. Based on your experience
18 of the applications that you have seen come through
19 your department, have you ever seen an application that
20 was restricted purely to forestry uses?

21 A. There are such registrations in
22 Canada. Fenitrothion is an example.

23 Q. All right. And, as a general matter
24 then, taking into account the extent of the market both
25 for forestry uses and agricultural uses, would it be

1 fair to suggest that it would be rare to see a
2 pesticide registration application restricted to, in
3 the application, a forestry use alone?

4 A. Yes.

5 Q. I am suggesting really, not to make
6 it more complicated than it need be, Dr. Ritter, that
7 there is very little incentive, given the market, in
8 dollar terms alone for an application for pesticide
9 registration for forestry uses alone in Canada?

10 A. I would prefer to say that there is a
11 small market. As to whether or not it's economically
12 attractive, I think there are considerations that
13 go beyond the size of the forest market.

14 Q. All right, that's fair, Dr. Ritter.
15 The Board has, for example, heard evidence that the --
16 through I believe Mr. Churcher when he testified, that
17 the manufacturers of madacil have withdrawn their
18 registration of that product because of market
19 circumstances. Are you aware of that?

20 A. That is what they indicate to me,
21 yes.

22 Q. I take it there are instances where
23 that has occurred, apart--

24 A. Yes.

25 Q. --apart from madacil?

1 A. There have been instances certainly
2 where that has occurred. I think I can think of one
3 off the top of my head.

4 Q. All right.

5 THE CHAIRMAN: Could the Board make this
6 kind of leap, if I might put it that way, that if most
7 pesticide registration -- applications for registration
8 are not just for forestry use, they include
9 agricultural use, that the registration requirements
10 for agricultural use; i.e., where they are sprayed or
11 used with food that is ingested primarily by humans,
12 would be more stringent than just for forestry use
13 where exposure is, at least to humans, is somewhat
14 limited?

15 DR. RITTER: No, actually that would be
16 incorrect.

17 THE CHAIRMAN: That would be incorrect?

18 DR. RITTER: That's right. The data
19 requirements which we have for human health and safety
20 are identical regardless of final application. So that
21 we impose exactly the same toxicology data requirements
22 on a chemical which will be used exclusively in the
23 forestry sector as we would for a chemical that will
24 have wide-spread application to food.

25 THE CHAIRMAN: Okay. Is that the case in

1 other jurisdictions as well?

2 MR. RYDER: No, it's not. The United
3 States, for example, has frequently waived the
4 requirements for some long-term studies and other
5 special studies where it is evident that the chemical
6 will be applied -- will be used strictly in the
7 application to forests.

8 THE CHAIRMAN: Okay. So that you could
9 draw the conclusion that if it is going to be used for
10 a use that is in addition to forestry purposes that the
11 level of data that you will require, in terms of human
12 health safety, will be at least as good as that
13 required where humans are primarily exposed to the
14 chemical?

15 DR. RITTER: It will be identical, in
16 fact.

17 THE CHAIRMAN: In Canada at least?

18 DR. RITTER: That's right.

19 THE CHAIRMAN: Okay.

20 DR. RITTER: With the exception of food
21 residue data specifically, chemical data relating to
22 the actual concentration of residue in the food. But
23 for all of the studies which I have described which do
24 not include food residue data, all of those studies are
25 required for every application regardless of the

1 intended use.

2 We tend to look at those studies as
3 telling us something about the intrinsic toxicity of
4 the chemical; whereas we tend to look at the exposure
5 study as telling us about the potential hazard that
6 those intrinsic features may present. So that the
7 toxicology studies per se are a fundamental requirement
8 regardless of use.

9 THE CHAIRMAN: Thank you.

10 MS. CRONK: Q. Dr. Ritter, is it fair to
11 say that it is not an easy matter in this country to
12 have a pesticide accepted for and approved for
13 registration?

14 DR. RITTER: A. I would say that is fair
15 to say.

16 Q. All right. And that any suggestion
17 that a new pesticide be considered for registration
18 purposes for use in forestry application represents,
19 both in terms of time and cost, a very serious matter
20 both for the manufacturing industry and for those who
21 in the end hope to use the product?

22 A. Yes.

23 MR. MARTEL: Can I ask a question? I
24 want to go back, if I could.

25 If the standards are the same for testing

1 and the requirements are the same for food as for other
2 usages, in the last several years the provincial
3 Ministry of Agriculture has been doing a great deal to
4 try to encourage farmers to become much more involved
5 in the proper application.

6 Has the problem been in the farming
7 community - you might not know the answer - that they
8 are not using proper equipment and so on as opposed to
9 the quality of the product they are using? Because
10 farmers have had, according to my information, higher
11 incidence of illnesses and so on. And is that because
12 of the way that they are applying it, mixing it and so
13 on and not the product itself, or overexposure, is it
14 the problem?

15 DR. RITTER: You have asked many
16 questions, Mr. Martel. I would like to perhaps deal
17 with the one in the middle first.

18 You said that you have information that
19 suggests that farmers are at unusual risk - I'm
20 paraphrasing what you said - for some risks.

21 MR. MARTEL: Mm-hmm.

22 DR. RITTER: But for many risks,
23 particularly a variety of chronic diseases including
24 cancer we know that farmers are at substantially
25 reduced risk.

1 That information has been published by a
2 number of different sources around the world including
3 our own laboratory which is just in the midst of the
4 largest epidemiology study ever undertaken in the world on
5 farmers and the information we have thus far is that
6 there is actually reduced mortality and a reduced
7 incidence of death from all causes of cancer among
8 farmers.

9 Although the observation that we have
10 made is somewhat more precise because of the number of
11 people involved in our study, it is certainly not the
12 first time that that observation has been made.
13 Farmers are at increased risk from a variety of
14 mechanical injuries. For example, a variety of
15 working- related deaths due to equipment failure, so on
16 and so forth.

17 But if you are talking specifically about
18 chemical risk, there is a substantial amount of
19 information in the literature that I think might argue
20 the point that you made.

21 MR. MARTEL: Well, I'm simply going by
22 the number of articles one reads and the effort to get
23 farmers more directly involved in utilization of proper
24 equipment and so on, that it seemed to have lagged
25 behind other parts of society in terms of occupational

1 health and so on in that form of protection.

2 DR. RITTER: I think that's correct. I
3 think your second assertion is correct, I think it has
4 lagged behind and I think that's largely because, as
5 you know, farming generally speaking has not been
6 subjected to the kinds of industrial hygiene practices
7 and regulations that we are accustomed to in the more
8 industrialized setting.

9 We do encourage farmers to monumental --
10 through monumental efforts really to try to reduce
11 their overall exposure to pesticides, but that is not
12 because we necessarily believe that they are an
13 increased risk of cancer, it's because we do believe
14 that it's important to try to reduce their exposure to
15 these chemicals to as low as is practical.

16 It's inadvisable to have exposure to
17 these chemicals beyond that which is absolutely
18 necessary in the conduct of one's work and if one can
19 reduce that exposure by a fifth or a half or a third,
20 then that is a desirable objective.

21 MR. MARTEL: Thank you.

22 MS. CRONK: Q. Dr. Ritter...

23 THE CHAIRMAN: Sorry to interrupt as we
24 go along but rather than try and save it to the end,
25 it's easier for us to understand as the questions

1 arise.

2 MS. CRONK: I appreciate that, sir, and I
3 welcome it. That's fine.

4 Q. Dr. Ritter, you mentioned some
5 research in your discussion with Mr. Martel that your
6 own laboratory is doing concerning the carcinogenic
7 risk, I take it, of farmers?

8 DR. RITTER: A. That's correct.

9 Q. Is that study complete and is the
10 information available?

11 A. The study is not complete. If I may
12 perhaps, I should just take 30 seconds just to very
13 quickly introduce that study.

14 The study is what we refer to as the
15 Canadian Farm Operator Mortality Study. It was
16 initiated about 6 or 7 or 8 years and is a cohort study
17 involving an examination of cancer risks among those
18 groups of Canadians that we felt were perhaps at
19 highest risk from exposure to pesticides, and that was
20 the Canadian farm community.

21 It's a census-based record linkage study
22 which is based on the 1971 census of agriculture and
23 includes all those people whom, for the purpose of
24 taxation, were considered to be farmers in 1971. So
25 that anyone who was farming for a living in 1971 is

1 included in this study and it thus includes 365,000
2 people.

3 Q. Does it address specifically, Dr.
4 Ritter, the carcinogenic risk posed for farmers exposed
5 to chemicals used in farming operations?

6 A. Yes, it does.

7 Q. All right.

8 A. It does not examine -- it does not
9 attempt to examine the relationship between exposure to
10 any given chemical and any outcome, but does examine
11 the relationship between agricultural practices of a
12 variety of types and cancer outcome.

13 Q. All right. Has there been any
14 interim assessment of the results of that study been
15 prepared yet?

16 A. Yes. Because of the magnitude of the
17 study we chose to analyse the data on a provincial
18 basis, particularly because cancer data in Canada is
19 gathered on a provincial basis through the provincial
20 cancer registries.

21 The analysis for the Province of
22 Saskatchewan is in a somewhat advanced stage and
23 preliminary findings from that analysis were presented
24 at the annual convention of the Canadian Public Health
25 Association in June of this year.

1 Q. All right. Could you provide me
2 through Ms. Murphy with a copy of the interim
3 evaluation or interim assessment of those results?

4 A. Yes.

5 Q. Similarly with respect to the
6 results, particular to the Province of Ontario, can you
7 tell me at what stage of progress the evaluation of the
8 results are for our province?

9 A. Not done.

10 Q. They are not done?

11 A. No.

12 Q. All right. Could you through Ms.
13 Murphy undertake to provide to me if, during the
14 currency of this hearing, a copy of the assessment
15 results for the Province on Ontario on both an interim
16 and a final basis once available?

17 A. Yes.

18 Q. Thank you.

19 MR. MARTEL: Do all provinces have a
20 cancer registry.

21 DR. RITTER: All provinces have a cancer
22 registry now, yes. To the best of my knowledge.

23 MR. MARTEL: When did that come in?

24 DR. RITTER: I can't tell you precisely
25 off the top of my head. There is a national registry

1 which is maintained in Ottawa and there are provincial
2 cancer registries which form the basis for the national
3 register.

4 MR. MARTEL: Well, again, I might be
5 wrong, but my understanding was there wasn't one for
6 all the provinces. I could be wrong.

7 And that one of the problems confronting
8 Ontario has been, in dealing with cancer mortality,
9 that if someone -- let me use a gold miner, no specific
10 label, let me just say a gold miner dies but he dies
11 from a heart condition, but in effect it was as a
12 result of the cancer the heart simply gave out, that in
13 fact they show up as a heart failure and not as dying
14 from cancer.

15 DR. RITTER: But that is a somewhat
16 different question, I think, than you asked. You are
17 asking about causes of death on death certificates.

18 MR. MARTEL: Yes. Well, how else would
19 you register them? And that is not showing up on the
20 death certificates. That is the information I have,
21 again, it could be wrong, but...

22 DR. RITTER: Yeah, that possibility that
23 you are referring to exists in our particular study.
24 This study I should say is done cooperatively between
25 our own laboratory and the Canadian Centre for Disease

1 Control.

2 We certainly considered that possibility
3 six or seven years ago when the study was initially
4 undertaken and although I cannot supply you with the
5 detail of the experimental protocol which dealt with
6 that aspect of the study, it is certainly one that was
7 addressed and I know we went to some length and
8 considerable expense for hand verification of death
9 certificates and charts on these patients to ensure
10 that there were not confounding factors of that type.

11 So I don't expect that it's significant,
12 that it has in any material way influenced the results
13 in our study.

14 MS. CRONK: Q. Dr. Ritter, you indicated
15 that the study was a cohort study?

16 DR. RITTER: A. That's right.

17 Q. That term is going to be relevant to
18 something I wish to discuss with you later. I wonder
19 if you could briefly describe to the Board's what's
20 meant by that term?

21 A. There are many different kinds of
22 protocols which one can follow in an epidemiology
23 study, but two very popular methods are one that we
24 refer to as a cohort and the other is a case control.

25 In a cohort investigation one examines

1 everyone who could potentially be at risk and then
2 essentially looks for the outcome of interest, in this
3 case cancer. The other approach is to deal with case
4 control.

5 And cohort studies by their nature tend
6 to have a very large number of people involved but may
7 often have a very small number of cases of interest,
8 and that's its strength and both its weakness.

9 A case control study on the other hand
10 starts with the case of interests and; that is, if you
11 were interested in for example non-Hodgkins lymphoma,
12 you would first extract from files the cases of
13 non-Hodgkins lymphoma and then try to reconstruct
14 exposure events that may have taken place that may have
15 contributed to the onset of the disease.

16 The weakness of the case control study is
17 that it relies very heavily frequently on memory recall
18 of events that may have taken place over a very long
19 period of time.

20 Both these studies have their strengths
21 and their weaknesses and, in fact, are often done one
22 after the other consecutively. It is not infrequent to
23 see a cohort study done which may identify a pocket of
24 interest which would subsequently be followed by case
25 control study to confirm what may have been suspected

1 from the cohort study.

2 Q. And when we talk about the cancer
3 studies -- I'm sorry, the epidemiological cancer
4 studies that have been done with respect to pesticides,
5 do we often find that those kinds of studies fall into
6 one of two groups, either the type of cohort study you
7 have just described or the case control type of study
8 that you have just described?

9 A. Yes.

10 Q. And indeed - and we'll come to -- I
11 have some questions for you about this - but when we
12 look at the state of the current scientific literature
13 on studies of that kind, do we find a discussion of the
14 advantages and disadvantages of those types of studies
15 and which are more reliable?

16 A. Yes. There is certainly -- I think
17 most publications in that area tend to preface their
18 comments with a discussion of the two designs and why
19 one has been selected over the other. I don't know
20 that one is necessarily preferable, it depends on a
21 given set of circumstances.

22 As I indicated, they both have weaknesses
23 and strengths. It really depends on what sort of
24 information one has to work with which often determines
25 the kind of study that one must do.

1 Q. All right. Thank you very much.
2 Could I ask you then, Dr. Ritter, for your comment on
3 something else unrelated to the time implications and
4 the final implications of seeking registration status
5 for a pesticide, and that has to do with some of the
6 evaluations that are made by regulatory authorities.

7 If, as a result of evaluating a
8 registration application for a pesticide in this
9 country, if the applicable federal agency determined
10 that there was "no effect", or no adverse effect from
11 the product, what in essence does that form of
12 description mean to you; what do you understand that
13 kind of a description to mean?

14 A. It was without significant biological
15 effect.

16 Q. All right. And is that a term that
17 is frequently used, for example, by the United States
18 Environmental Protection Agency?

19 A. Yes.

20 Q. And what is your understanding of
21 what it means when an agency of that kind in that
22 jurisdiction forms that conclusion and affixes that
23 description to a study?

24 A. Same as in Canada.

25 Q. All right. And is that in this

1 jurisdiction, in your experience, a description or a
2 conclusion frequently drawn or easily drawn? I suppose
3 those two are different.

4 A. They are very different.

5 Q. Let me put it to you again.

6 A. It's frequently drawn, it's never
7 easily drawn.

8 Q. All right, thank you. I take it you
9 are aware, Dr. Ritter - and we have come to this
10 perhaps a little sooner than I had anticipated, but
11 there is no reason not to deal with it now - I take it
12 that you are aware, and I would ask if this is so, that
13 an issue has arisen in these proceedings regarding the
14 human health effects of pesticides registered for use
15 in forestry in Ontario?

16 A. Yes.

17 Q. You're aware of that?

18 A. Yes.

19 Q. And given your responsibilities with
20 the Department of Health and Welfare and the nature of
21 the work carried out by that department regarding
22 pesticides, are you generally familiar with the
23 existing scientific literature regarding the human
24 health effects of pesticides authorized for use in
25 forestry in this province?

1 A. I would say at this moment in time
2 I'm peripherally familiar with the status of those
3 studies.

4 Q. All right. Have you, during the
5 course of your experience with the department and by
6 virtue of the nature of the evaluation process that the
7 department undertakes, addressed in the past the state
8 of the scientific literature on different pesticide
9 products as they relate to human health effects?

10 A. Yes.

11 Q. All right. You are no stranger to
12 reviewing that type of study?

13 A. No.

14 Q. All right. Would you agree with me
15 that the current scientific literature does not
16 establish any adverse human health effects from the use
17 of registered pesticides if they are used properly?

18 A. Yes.

19 Q. Would you also agree with me, Dr.
20 Ritter, that -- well, perhaps I could ask you this
21 first. Is there any published scientific information
22 available which demonstrates to your satisfaction that
23 there is a significant risk to human health posed by
24 the use of pesticides registered for use in forestry in
25 this province.

1 A. Not knowing exactly which products
2 are registered for use in forestry in this province,
3 I'm going to say I'm still not aware of it because I'm
4 not aware of any on which we are not actively pursuing
5 action. And I don't think we are actively pursuing
6 action on any pesticides currently issued for use in
7 Ontario forestry.

8 Q. All right. Can I take from that
9 then, or does it follow from that, that you are not
10 aware of any information - the way I put it to you
11 was - any information which demonstrates to your
12 satisfaction a significant risk to human health posed
13 by pesticides authorized for use in forestry in this
14 country? I put it that way.

15 A. I want to think about your question
16 very carefully.

17 Q. Perhaps let me put it to you again,
18 Dr. Ritter. I put it to you in the context
19 specifically of this province, and I understood you to
20 say that you are not familiar with the specific
21 products offhand that were authorized for use in this
22 province.

23 A. Yes.

24 Q. But I also understood you to say that
25 you are unaware of any active investigations of any

1 pesticide products and I took from that that you were
2 implying that if there was information suggesting
3 significant adverse human health effects, there would
4 be activity and there is not?

5 MS. MURPHY: I think he said he wasn't
6 aware of any action against any product.

7 MS. CRONK: Fine.

8 DR. RITTER: That's right. There is
9 interest and ongoing studies on products which may be
10 included in the list of those used in Ontario forestry,
11 such as 2,4-D, but if I understood your question, you
12 are asking of evidence of adverse human effects?

13 MS. CRONK: Q. I was.

14 DR. RITTER: A. And I would reiterate
15 then that I am not aware of information that would
16 suggest a serious human adverse effect in association
17 with products registered for use in Ontario forestry to
18 the extent that I am aware of those products used in
19 Ontario forestry.

20 But I prefaced my documents by saying
21 that there are studies ongoing for any one or a number
22 of these products such as 2,4-D.

23 Q. All right. Are you aware, Doctor, of
24 any scientific information which demonstrates to your
25 satisfaction that there is a significant risk to human

1 health effects from the use of the pesticides currently
2 authorized for use by your department?

3 THE CHAIRMAN: Well, Ms. Cronk, perhaps
4 since this area is somewhat important, I think, in
5 terms of the overall issue before this Board, and since
6 the number of products currently being used in
7 forestry, as I understand it, is not extensive, the
8 actual number is what; 6 or 7 or 8, I forget?

9 MS. CRONK: In this province?

10 THE CHAIRMAN: In this province alone.

11 MS. MURPHY: Well, as we explained
12 earlier, there is a certain number of active
13 ingredients, they are also in different formulations,
14 and my understanding is that while you are right that
15 there are a small -- I mean a small number of both, a
16 small number of active ingredients in the nature of - I
17 forget the number - and then in the number of
18 registrations which, as I recall, came to something
19 between 30 and 40 different registrations, but active
20 ingredients...

21 THE CHAIRMAN: Well, I was going to
22 suggest that if we took a break that that list of those
23 currently used in Ontario might be put to Dr. Ritter to
24 just briefly look at so that his answers to the
25 questions you are eliciting might be directed without

1 this caveat.

2 MS. CRONK: Of more assistance, right.

3 THE CHAIRMAN: Of the fact that you don't
4 know what is currently used.

5 MS. CRONK: Could I make this suggestion,
6 Mr. Chairman, that when you take your afternoon break I
7 will confer through Ms. Murphy with the way to expedite
8 that and perhaps in the meantime I can come at it a
9 different way.

10 THE CHAIRMAN: Okay.

11 DR. RITTER: I would like to complicate
12 that just a little, if I may. The question that you
13 are asking or the question that you are contemplating
14 asking may infringe on the proprietary nature of the
15 data to which the Chairman referred to a few moments
16 ago.

17 I'm not sure to what extent I will be
18 able to answer your question, but the only thing I
19 would suggest is that, in your consultation, you might
20 wish to consider including Ms. Prupas at the back of
21 the room who is from the Federal Department of Justice.

22 MS. CRONK: By all means. All right.
23 May I proceed, Mr. Chairman?

24 THE CHAIRMAN: Yes.

25 MS. CRONK: Thank you.

1 Q. Would you agree with me, Dr. Ritter,
2 that on this general issue; that is, the scientific
3 literature concerning human health effects of
4 pesticides, that depending on the chemical, the
5 scientific literature regarding human health effects is
6 very extensive, the body of literature varies from
7 chemical to chemical?

8 DR. RITTER: A. When you say the body of
9 scientific literature, are you referring to the sheer
10 volume of information available, or are you referring
11 to information freely available in the open literature
12 or both?

13 Q. For the moment I'm referring to the
14 latter, I'm talking about published scientific
15 literature concerning the human health effects of
16 pesticides and I'm suggesting to you that the extent of
17 the database on that issue varies from product to
18 product. Would you agree?

19 A. Yes, yes.

20 Q. All right. And depending on the
21 nature of the product, the database may be extremely
22 extensive or less so; do you agree?

23 A. Yes.

24 Q. In the case of 2,4-D for example,
25 it's my understanding that there are literally

1 thousands of published literature references; is that
2 so?

3 A. Yes.

4 Q. All right. And some of the published
5 studies report on specific tests with a narrow focus,
6 focus to a particular test that was carried out and
7 some reflect summary documents or evaluations of other
8 reports on human health effects?

9 A. Yes.

10 Q. All right. So that, in essence, in
11 the case of let's take 2,4-D for example, there are in
12 the published scientific literature a number of - could
13 I term them - summary studies which review the state of
14 the scientific knowledge concerning the human health
15 effects of that compound, they are summary types of
16 reports?

17 A. Yes. In fact, I think one of the
18 best was authored by my own laboratory. We were
19 approached by the World Health Organization several
20 years ago to compile exactly the sort of review that
21 you are referring to and we did at that time on behalf
22 the World Health Organization compile a review of all
23 of the pertinent human health and safety data available
24 in the published literature at that time.

25 That review I believe is dated about 1986

1 or so, and at that time included an evaluation of all
2 of the literature available in any language anywhere on
3 earth.

4 THE CHAIRMAN: And outer space?

5 DR. RITTER: Well... It's available from
6 the Canadian Public Health Association or through the
7 World Health Organization.

8 MS. CRONK: Q. All right. That is in
9 fact the type of comprehensive work that is existent in
10 the scientific literature?

11 A. Yes.

12 Q. The published literature?

13 A. Yes.

14 Q. And that was an effort to identify,
15 summarize and evaluate the existing studies on human
16 health effects of pesticides; was it not?

17 A. Yes.

18 Q. And there are others like it - I
19 don't suggest for a moment, Dr. Ritter, that you would
20 feel the same way about them - but there are others
21 like it; is that correct?

22 A. Yes.

23 Q. Well, I'm interested in your views
24 particularly, Dr. Ritter, with respect to some of the
25 more recent summary studies, if I can describe them

1 that way.

2 Am I right that some of the more recent
3 work has focused particularly on the alleged
4 carcinogenicity of various pesticides?

5 A. Yes.

6 Q. Are you familiar with a 1987 report
7 commissioned by the Ontario Ministry of the Environment
8 regarding the carcinogenicity of 2,4-D?

9 A. Yes.

10 Q. All right. Dr. Ritter, I'm showing
11 you a report dated March 23, 1987 entitled: Expert
12 Panel Report on Carcinogenicity of 2,4-D bearing the
13 name of the Canadian Centre for Toxicology, Guelph
14 Ontario, Canada. Is that the report to which I just
15 referred?

16 A. Yes.

17 Q. And you are familiar with it?

18 A. Yes.

19 MS. CRONK: (Handed)

20 THE CHAIRMAN: Mark that as Exhibit 714.

21 ---EXHIBIT NO. 714: Report entitled: Expert Panel
22 Report on Carcinogenicity of
23 2,4-D, Canadian Centre for
 Toxicology Guelph, Ontario,
 Canada, dated March 23, 1987.

24 MS. CRONK: I would note for the record,
25 Mr. Chairman, that this report also constitutes the

1 response to OFIA Interrogatory 28Y on Panel 13 of the
2 MNR evidence.

3 THE CHAIRMAN: Thank you.

4 MS. CRONK: Q. Dr. Ritter, I understand
5 with respect to this report that a panel of experts was
6 appointed by the Honourable James Bradley Minister of
7 the Environment to conduct a study and review on the
8 subject of the carcinogenicity of 2,4-D?

9 DR. RITTER: A. Yes, that's correct.

10 Q. And the report was prepared, as I
11 understand it, by the Canadian Centre for Toxicology?

12 A. That's right.

13 Q. And if we turn to page (ii) do we see
14 there the membership of the experts appointed by the
15 Minister of the Environment to serve on this panel?

16 A. Yes.

17 Q. All right. I'm informed, Dr. Ritter,
18 and I would ask for your view, that the individuals
19 identified on this page, there being five in number,
20 are acknowledged authorities in the fields of
21 pharmacology, biostatistics, medicine and toxicology?

22 A. Yes.

23 Q. All right. Do you know Dr. I. C.
24 Monroe, one of the individuals named in this list?

25 A. Very well.

1 Q. All right. And as I read his name he
2 is the current Director of the Canadian Centre for
3 Toxicology?

4 A. That's correct.

5 Q. Did he, before joining the Canadian
6 Centre for Toxicology, have some association with or
7 responsibility with your own department?

8 A. He was Director General of the Food
9 Directorate.

10 Q. For Health and Welfare Canada?

11 A. That's correct.

12 Q. All right. And is he, in your
13 opinion, an acknowledged expert in toxicology in
14 Canada?

15 A. Yes.

16 Q. Do you know Dr. K.S. Crump who is
17 also mentioned in this list of experts?

18 A. Yes.

19 Q. And who is he, please?

20 A. Ken Crump is an expert in
21 biostatistics in the application of statistical
22 principles to the estimation of human risk.

23 Q. Is he then, in your opinion and based
24 on your knowledge of him, an acknowledged expert in
25 risk assessment and biostatistics?

1 A. I would say that he is considered by
2 his peers to be among the top seven or eight
3 biostatisticians in the world.

4 Q. Thank you. Could I ask you to go to
5 the bottom of page 6, if you would. I don't want to
6 leave any inference, Dr. Ritter, that because I haven't
7 asked you about the other individuals that was for a
8 purpose.

9 I take it, could you give me your
10 opinion, are they acknowledged experts in their
11 respective fields as well?

12 A. I am less familiar with the work of
13 Professor Anders and with the others. Tony Miller is
14 considered by many to be one of Canada's leading cancer
15 epidemiologists and certainly considered to be one of
16 the best in the world.

17 Bob Squire is currently with the Johns
18 Hopkins University and has had an outstanding
19 reputation in the field of pathology, he makes his
20 living at pathology.

21 Q. All right. And as I understand it,
22 Professor Miller is in fact Dr. Miller attached to
23 Princess Margaret Hospital in Toronto; is that correct?

24 A. That's correct. He is an oncologist.

25 Q. All right. And could I ask you to go

1 to the bottom of page 6 of the report proper, if you
2 would, please, Dr. Ritter, and do we find there the
3 terms of reference of the expert panel starting at the
4 bottom of page 6?

5 A. Yes.

6 Q. And could you indicate to the Board
7 what they were, please?

8 A. The terms of reference of the expert
9 panel were:

10 "To assess the validity and health
11 significance of existing experimental and
12 epidemiologic data on the carcinogenicity
13 of 2,4-D and to determine on the
14 basis..."

15 I am correcting the spelling error here:

16 "...to determine on the basis of the
17 existing data on carcinogenicity whether
18 any of the existing uses of 2,4-D in
19 Ontario poses significant health risk."

20 MS. CRONK: Mr. Chairman, I intend to
21 spend some time on this report. If you wish, at your
22 convenience, we can rise now or I could do this first
23 and we could rise then, as you prefer.

24 THE CHAIRMAN: Well, why don't we take
25 the 20-minute break at this time and then we will go

1 through until the end of the day.

2 MS. CRONK: Thank you.

3 THE CHAIRMAN: Thank you.

4 ---Recess taken at 3:20 p.m.

5 ---On resuming at 3:45 p.m.

6 THE CHAIRMAN: Thank you. Be seated,
7 please.

8 MS. CRONK: Thank you, Mr. Chairman.

9 Q. Dr. Ritter, before we proceed with
10 the Ministry of the Environment commissioned report on
11 2,4-D, I would like to return to one of the questions I
12 asked you before the break.

13 Do you have available to you a copy of
14 the ESSA Document that Mr. Kingsbury was testifying
15 about earlier today?

16 DR. RITTER: A. I do now.

17 MS. MURPHY: It is Exhibit 604C, I
18 believe.

19 MS. CRONK: Q. Could I ask you to turn
20 to page 12, if you would, please, Dr. Ritter.

21 DR. RITTER: A. Yes.

22 Q. Dr. Ritter, at page 12 we find Table
23 2 which lists a number of the herbicides, indeed the
24 principal herbicides used in timber management
25 activities in Ontario, and I would ask you to look as

1 well, perhaps just leaving your finger at that page,
2 over at page 14 to Table 3. Do you have that?

3 A. Yes.

4 Q. And that lists the chemical and
5 biological insecticides authorized for use in timber
6 management in Ontario. I take it the names of these
7 chemicals are not new to you?

8 A. No.

9 Q. All right. With reference to these
10 chemicals, Dr. Ritter, are you aware of any published
11 scientific literature which demonstrates to your
12 satisfaction a significant human health risk from the
13 use in forestry of these products, assuming used in
14 accordance with the authorizations, label instructions,
15 et cetera?

16 A. I will just preface my answer by
17 saying, as you can imagine my state of knowledge on the
18 published literature on these chemicals varies somewhat
19 from chemical to chemical. Having said that, no, I'm
20 not aware of any such literature.

21 Q. All right. In your official capacity
22 as a representative of your department, are you aware
23 of any such scientific literature?

24 A. No, I'm not.

25 Q. Thank you. Could we turn then to the

1 Ministry of the Environment report, Exhibit 714.
2 Before the break I had asked you to outline for the
3 Board, and you did, the terms of reference of the
4 expert panel.

5 Am I correct, Dr. Ritter, that in the
6 course of conducting its review the expert panel
7 identified and reviewed the available literature
8 dealing with the question of the carcinogenicity of
9 2,4-D?

10 A. Yes.

11 Q. And that literature is discussed and
12 reported upon in this report?

13 A. Yes.

14 Q. Am I right as well, Dr. Ritter, that
15 the work of the panel was specific to the question of
16 the carcinogenicity of 2,4-D and possible related
17 effects?

18 A. Yes.

19 Q. Could I ask you to go, if you would,
20 please, to the table of contents at page (iii)?

21 A. Yes.

22 Q. And just in a summary way for the
23 assistance of the Board, as appears from this table of
24 contents, would I be correct in suggesting that the
25 expert panel considered and reported upon in this

1 document all of the principal issues related to
2 possible carcinogenicity of 2,4-D?

3 A. Yes.

4 Q. And that included both
5 pharmacokinetics and metabolism issues? It included
6 those?

7 A. Yes.

8 Q. It included exposure assessment
9 considerations?

10 A. Yes.

11 Q. Genotoxicity?

12 A. Yes.

13 Q. Pathology?

14 A. Yes.

15 Q. Epidemiology?

16 A. Yes.

17 Q. Acute and sub-chronic toxicity?

18 A. Yes.

19 Q. And then finally the expert panel
20 conducted a risk assessment of 2,4-D?

21 A. Yes.

22 Q. The summary and evaluation section of
23 the document begins at page 1 and carries over to page
24 5. Could we go first to page 5, Dr. Ritter, and I
25 direct your attention to the last sentence which

1 appears on that page.

2 And can you tell me, sir, does that
3 sentence reflect the final conclusion of the expert
4 panel with respect to the work it had undertaken?

5 A. Yes, it does.

6 Q. And am I correct that the conclusion
7 reached by and reported upon by the panel was that the
8 existing animal and human data are insufficient to
9 support a finding that 2,4-D is a carcinogen, first,
10 that was their conclusion?

11 A. Yes, it was.

12 Q. And in consequence of that conclusion
13 the expert panel found insufficient evidence to
14 conclude that existing uses of 2,4-D in Ontario pose a
15 significant human health risk?

16 A. Yes.

17 Q. And those uses extended to but were
18 not restricted to forestry uses?

19 A. That's correct.

20 Q. Am I also correct that this report
21 was accepted by the Minister of the Ministry of the
22 Environment?

23 A. To the best of my knowledge, yes.

24 Q. Now, with respect to item 9
25 identified in the table of contents, to which I

1 directed your attention a moment ago, that's the risk
2 assessment--

3 A. Yes.

4 Q. --of 2,4-D?

5 A. Yes.

6 Q. Sorry, was there something that you
7 needed?

8 A. No, it was just some information I
9 was getting from my home office which has arrived. The
10 report that you requested, the information which we
11 presented to the Canadian Public Health Association has
12 arrived.

13 Q. Thank you very much. I will get that
14 at the break then. Thank you.

15 With reference then to the risk
16 assessment referred to in the table of contents, as I
17 understand it, and I would ask for your confirmation
18 that this is correct and, if it is not, an indication
19 as to where I have gone wrong.

20 But as I read this document I understand
21 what the expert panel did was to carry out a risk
22 assessment of the theoretical risk to humans from
23 exposure to 2,4-D; is that correct?

24 A. That's correct, yes.

25 Q. All right. And am I also correct

1 that that assessment assumed that 2,4-D was
2 carcinogenic although the panel had concluded, as we
3 have seen from the conclusion, that the data was
4 insufficient to form the view that it was in fact
5 carcinogenic?

6 A. Yes, that's correct.

7 THE CHAIRMAN: Ms. Cronk, just going back
8 one second to clarify an earlier answer. You indicated
9 that it was your view that the Minister accepted the
10 conclusions in this report.

11 DR. RITTER: That's correct.

12 THE CHAIRMAN: Are you referring to the
13 Ontario Minister of the Environment or the Federal
14 Minister of Agriculture?

15 DR. RITTER: No, the Ontario Minister of
16 the Environment. The Federal Minister of Agriculture
17 played no part in this document.

18 THE CHAIRMAN: To your knowledge he is
19 aware of this report?

20 DR. RITTER: Yes, he is.

21 THE CHAIRMAN: Are you aware of any views
22 of the Federal Minister on this report? Is your
23 department aware of any official or semi-official
24 position of the federal agencies with respect to this
25 same report?

1 DR. RITTER: I don't think there is an
2 official or a semi-official position on the work
3 carried out on behalf of the Ontario Ministry of the
4 Environment.

5 THE CHAIRMAN: There is no unofficial
6 opinion?

7 MS. CRONK: Well, now, Mr. Chairman...

8 THE CHAIRMAN: Okay.

9 DR. RITTER: I don't think I can offer an
10 opinion unofficially as I sit here.

11 THE CHAIRMAN: Okay, let's go on.

12 MS. CRONK: Q. On that issue, Dr.
13 Ritter, once this report was published, I take it it
14 came to the knowledge of the Ministry of Agriculture as
15 you have indicated?

16 DR. RITTER: A. Yes.

17 Q. All right. Insofar as you are aware,
18 has there been any official commentary positive,
19 negative or otherwise emanating from the Federal
20 Ministry of Agriculture with respect to this document?

21 A. There have been comments that have
22 been made both during its production and since its
23 publication. By and large I would say that many people
24 have agreed more or less with its review and its
25 conclusions.

1 Q. All right. Had the Ministry of
2 Agriculture, as the federal ministry ultimately
3 responsible for making registration decisions on 2,4-D,
4 disagreed with or disputed the findings in this report,
5 would you have expected in the normal course of your
6 duties that that disagreement would have come to your
7 attention?

8 A. Yes.

9 Q. And has it?

10 A. No.

11 Q. Thank you. If we could return then
12 to the risk assessment approach taken by the expert
13 panel. Just to recap, have I correctly understood then
14 that an assumption was made by the expert panel for the
15 purposes of carrying out the risk assessment; namely,
16 that 2,4-D is carcinogenic?

17 A. Yes.

18 Q. And they acknowledge that that was a
19 theoretical assumption on their part?

20 A. Yes.

21 Q. And could I ask you then, if you
22 would please, to go to the risk assessment section of
23 the document over at page 50.

24 A. Page 49 I think is where it begins.

25 Q. Yes, thank you. As you point out at

1 page 49 and following over to page 51, does that set
2 out the risk assessment analysis conducted by these
3 experts?

4 A. Yes.

5 Q. All right. And dealing with the
6 conclusions reached by those experts at page 50, could
7 you outline for the Board what they were, please? I
8 direct your attention to the bottom of page 50.

9 A. Their conclusions are that the
10 comparisons which they have made suggest on the
11 assumption that even if 2,4-D were a carcinogen the
12 risks to persons exposed occupationally would be
13 considerably less than those for workers exposed to
14 carcinogens at levels recently set by OSHA and less
15 than those from some activities that the general public
16 may regard as safe.

17 Q. All right. Could I ask you to direct
18 your attention to the first conclusion. What is OSHA?

19 A. The Occupational Safety and Health
20 Administration of the United States, the organization
21 responsible for administering industrial hygiene
22 standards, if you like, within the United States.

23 Q. All right. I take it then that the
24 conclusions reached by the panel of experts, even
25 operating under the theoretical assumption that 2,4-D

1 was a carcinogenic, were that the risks were
2 considerably less for workers exposed to 2,4-D than
3 they were for those exposed to other carcinogens?

4 A. Yes.

5 Q. And further that they were in fact --
6 the risks to which a worker might be exposed from
7 exposure to 2,4-D were less than those which the
8 general public in fact might be exposed to in other
9 activities?

10 A. Yes.

11 Q. All right. And then over at Table 8,
12 am I correct that that table sets out the estimated
13 risks under various exposure conditions of 2,4-D as
14 formulated under this risk assessment analysis?

15 A. Yes.

16 Q. And dealing with -- the table is in
17 three parts. Could you explain very briefly to the
18 Board what each part of the table signifies?

19 A. Part 1 of the table is an analysis of
20 hypothetical risks which have been calculated on the
21 basis of the 2,4-D experimental rodent cancer data
22 which in turn has been related to the anticipated
23 exposure levels that various occupational groups may
24 experience during routine use of 2,4-D.

25 Part 2 of the table refers to a number of

1 occupational risks that have been recently postulated
2 by OSHA in the United States for chemicals or
3 activities not related to 2,4-D.

4 And part 3 of the table refers to common
5 risks which most ordinary people in the course of their
6 day-to-day lives might encounter.

7 Q. All right. Then dealing, if we
8 could, first with part 1 of the table which deals with
9 the risks related to 2,4-D exposure, am I correct that
10 it is to the last column that we should look in that
11 part of the table for the quantification of the risk
12 arrived at by these experts?

13 A. Yes.

14 Q. All right. And the quantification of
15 risk is broken down by worker type?

16 A. Yes.

17 Q. So, for example, those who are
18 involved in helicopter applications of 2,4-D have risk
19 exposure per million respectively of .6, .3, or .2 per
20 million?

21 A. Yes.

22 Q. All right. Can you explain to the
23 Board what that form of quantification means? What I
24 mean by that is, what does .6 per million mean as a
25 risk of carcinogenic effect?

1 A. Yes. When we project cancer risks
2 for anything, it need not necessarily be with regard to
3 pesticides, we tend to think of that as the excess risk
4 that one might experience from association with that
5 activity.

6 So that we might say that, in this
7 particular case, that a helicopter mixer/loader would
8 experience an excess risk of developing cancer; that
9 is, a risk in excess of what he might otherwise
10 experience through his normal life which would be
11 something of the order of .6 additional chances per
12 million.

13 To put that into a more direct
14 comparison, if you think of it as being one in a
15 million, this table suggests more or less that a
16 helicopter mixer/loader might experience a risk
17 approximately one in a million chances greater than
18 what he might have already experienced directly
19 attributable to his activity associated with 2,4-D.

20 Q. Thank you. And if we then look down
21 the risk quantification column for worker type, would
22 you agree with me that the risks quantified for each
23 worker category are indeed very low expressed as they
24 are in parts per million?

25 A. Yes.

1 Q. And, in fact, save only for the
2 category of back sprayers, all the risks are less than
3 one in a million?

4 A. Yes.

5 Q. And in the category of back sprayers
6 the risks are respectively 5 and 8 in a million?

7 A. Yes.

8 Q. And if we compare those risks of
9 exposure to those experienced by other persons in
10 occupational fields, am I correct that the risk factor,
11 the chances of carcinogenic effect for workers in other
12 fields exposed to other chemicals is considerably
13 higher in each category?

14 A. You are referring now...

15 Q. Part 2.

16 A. You are drawing a comparison to part
17 2?

18 Q. Yes.

19 A. Yes.

20 Q. All right. And, for example, those
21 whose occupation requires them to be exposed to
22 inorganic arsenic have risks per million of 8,000?

23 A. Yes. There is another important
24 consideration here which I think I should introduce at
25 this point.

1 In the case of arsenic and benzene, these
2 are known human carcinogens, there is no speculation as
3 to their outcome.

4 Q. All right, thank you. So the risk
5 then of exposure to a known carcinogen in the case of
6 benzene, for example, is 3,000 out of a million and
7 8,000 in the case of inorganic arsenic out of a
8 million?

9 A. Yes.

10 Q. Compared to the risks that the panels
11 have concluded apply for exposure to 2,4-D?

12 A. That's correct.

13 Q. All right. Can we also agree that
14 those persons who are involved in forestry directly in
15 the application of a pesticide like 2,4-D are, in
16 statistical terms, more likely to experience continued
17 exposure than bystanders who have no association or
18 involvement with forestry applications of pesticides?

19 A. Yes.

20 Q. All right. Can I conclude from that
21 then that the risks quantified for workers in forestry,
22 as set out in this table, are the highest one would
23 expect as between the worker -- the occupational worker
24 class and the innocent bystander class?

25 A. Generally speaking, yes.

1 Q. All right. And if we compare those
2 risks as quantified by the experts in part 1 for
3 exposure to 2,4-D with the other risks set out in part
4 3, am I right that what we are really comparing is the
5 risk of cancer that one suffers, if you experience the
6 risk, the risk of cancer that you experience from
7 normal day-to-day activities compared to the risk of
8 cancer presented by exposure to 2,4-D, that's what we
9 are looking at, part 1 versus part 3?

10 A. Yes.

11 Q. And the risk of eating peanut
12 products, for example, is 11 out of a million compared
13 to virtually all risks under 1 for exposure to 2,4-D
14 except for the back sprayers category?

15 A. Yes.

16 Q. All right. Having a chest x-ray,
17 risk of 1.5 in a million?

18 A. Yes.

19 Q. Smoking a cigarette, one cigarette,
20 0.6?

21 A. Yes.

22 Q. And spending a week at an elevation
23 of 3,000 metres in the Rocky Mountains, 0.9?

24 A. Yes.

25 Q. All right. Is it fair to conclude

1 then, Dr. Ritter, based on this risk assessment, that
2 it is clear that the risk of cancer experienced by
3 those likely to be exposed to the use of 2,4-D is, as
4 suggested by the expert panel, considerably less than
5 the risks sustained by persons in other occupational
6 fields and, again, considerably less than the risks
7 experienced by persons in every day activities of the
8 kinds set out in part 3 of the table?

9 A. Based on the assumptions and the
10 calculations which this panel has used to arrive at
11 their conclusion, I would agree with that conclusion,
12 yes.

13 Q. The assumption, in the case of 2,4-D,
14 being that it is a carcinogen?

15 A. That was one of the assumptions but
16 there were several, yes.

17 Q. All right.

18 MR. MARTEL: Can we go back for a moment?

19 MS. CRONK: Yes, sir.

20 MR. MARTEL: I just want to clarify
21 something. While you asked the question of .6, roughly
22 one person per million and that's based on an exposure,
23 however, of 12 days a year over a 20-year period; is
24 that right?

25 DR. RITTER: That's correct.

1 MR. MARTEL: So that if you increased it
2 significantly, let's say workers were exposed four
3 times that amount, 48 days a year over a 20-year
4 period, what's the correlation to that increase to the
5 figure of risk per million?

6 DR. RITTER: I think the easiest way to
7 answer the question may be to show you the kind of
8 calculation that goes into that exercise. It's not
9 something --

10 MR. MARTEL: That's what I was afraid of.

11 DR. RITTER: Well, it's not something
12 that at least I can very readily explain in words.

13 MS. CRONK: If I could try to assist, Mr.
14 Martel.

15 MR. MARTEL: Yes.

16 MS. CRONK: Q. First, it is clear there
17 is a correlation; is there not?

18 DR. RITTER: A. Yes.

19 Q. All right. And am I correct that
20 there is no easy rule of thumb to predict the order of
21 magnitude of relationship as exposure goes up? You
22 can't, for example, say multiply by .3, multiply by .4,
23 you actually have to do a mathematical calculation to
24 determine the relationship?

25 A. That's right. Generally speaking,

1 the calculation involves the division of the total
2 number of days of exposure per year by the unit
3 exposure, that number is divided by the total
4 anticipated lifespan.

5 So as the number of days of exposure per
6 year increases, one component of that overall equation
7 changes, but two of the three other components remain
8 the same.

9 So that there would most certainly be an
10 increase in the risk and it would be proportional to
11 the increase in exposure, but it's not necessarily
12 linear; that is, for a doubling in the number of days
13 of exposure. If the unit exposure is very small, let's
14 say, and one triples the number of days of exposure,
15 one actually hasn't altered the overall exposure very
16 much.

17 So I don't know if I've made that point
18 clear perhaps, but...

19 MR. MARTEL: That's why I was scared when
20 you said that you just can't multiply it by four, that
21 we had to get into some complicated way of doing it
22 because it's not that simple.

23 DR. RITTER: It's not complicated but
24 it's not simple.

25 MR. MARTEL: Yes. Somewhere inbetween?

1 DR. RITTER: That's right.

2 MS. CRONK: Q. It would be, however,
3 inaccurate; would it not, Dr. Ritter, simply to assume
4 that if days of exposure went up by a factor of five,
5 that degree of risk went up by a factor of five. That
6 might not be the case at all?

7 DR. RITTER: A. In fact I would be very
8 surprised if it was the case.

9 Q. Exactly. And isn't it also the case
10 that you would require a very substantial increase in
11 the degree of exposure before you had a material
12 increase in the degree of risk?

13 A. Well, I think I would need to ask you
14 to define material. I think I would prefer to leave my
15 answer as I had it.

16 The calculation is such that there are
17 three components to it and changing one of them may not
18 necessarily lead to a significant alteration in the
19 overall equation. It really depends which component
20 has changed and by how much.

21 MR. CRONK: I'm in your hands, Mr. Martel
22 as to whether --

23 MR. MARTEL: No, that's fine. I didn't
24 think it went up by four times but I just wanted to
25 make sure of that.

1 DR. RITTER: No, that I am prepared to
2 say is correct, but as to whether or not it changes it
3 materially...

4 MR. MARTEL: All right, fine. Thank
5 you.

6 MS. CRONK: Q. All right. Did this --

7 MRS. KOVEN: Excuse me, Ms. Cronk.

8 MS. CRONK: Yes.

9 MRS. KOVEN: I think the point that Mr.
10 Martel was making is a fairly valid one and; that is,
11 when we look at risk assessment we don't assume that
12 those estimations are unchangeable that, in fact, the
13 dose unit will always be the same or that the number of
14 days of exposure wil always be the same.

15 It's a handy way of looking at a
16 measurement at some point in time, but I think Mr.
17 Martel's point is valid and; that is, in terms of risk
18 assessment we have to look at it as being static and
19 that in fact when applied to a workplace situation
20 there are certainly modifications in those estimates?

21 DR. RITTER: I would like to expand on
22 that just for a moment, if we may. I think we tend to
23 think of the overall exposure -- if the exposure
24 scenario in itself does not change; that is, if we are
25 talking about a forestry helicopter mixer/loader, and

1 then two of the three components in that equation are
2 probably fixed, they are probably constants and that is
3 the number of years of anticipated exposure - 20 in
4 this case - and the unit exposure is probably also
5 constant; that is, for every day that that individual
6 works at that occupation his unit exposure will
7 probably be constant.

8 So that the only variable in that
9 equation in the general case in all likelihood would be
10 the number of days per year at which he works which, in
11 this case, the example uses 12.

12 The message that I was trying to impart
13 was that because that 12 is only one third of the
14 overall equation and in many cases may represent a
15 relatively small component of the overall equation,
16 changes in that component may not necessarily lead to
17 very large changes in the overall result.

18 MR. MARTEL: My only concern was, for
19 example, I didn't know how long Mr. Iskra, for example,
20 would be involved annually in preparing. You know, I
21 don't know if he is the guy who moves around the
22 province or across northern Ontario and works in a
23 number of units and I guess that was the only thing I
24 was trying to get at. My concern was in that area.

25 MS. MURPHY: As I recall, Mr. Iskra did

1 give some evidence about that and he talked about the
2 various things he did throughout the year. Perhaps we
3 better check the transcript for that passage.

4 MR. MARTEL: Yes.

5 THE CHAIRMAN: Dr. Ritter, one last
6 thing. Part of this Table 8, part 3, are those four
7 items mentioned also known as carcinogens to humans.

8 MR. RITTER: Aflatoxin is, ionizing
9 radiation of the kind one would find in a chest x-ray
10 is, cancer from cosmic radiation is, and smoking most
11 certainly is.

12 THE CHAIRMAN: Okay.

13 MS. CRONK: Q. One other point then, Dr.
14 Ritter, dealing perhaps with -- let's take the category
15 of where there is the highest quantification of risk in
16 part 1 of the table for the back sprayers?

17 DR. RITTER: A. Yeah.

18 Q. I just want to make sure that I'm
19 reading it correctly. When we look at the number of
20 days of exposure and the years exposed in the case of
21 the back sprayers it's 60 days per year for 10 years?

22 A. That's correct.

23 Q. Is this table then quantifying the
24 degree or extent of risk experienced by a back sprayer
25 who has been exposed to 2,4-D for 600 days over a

1 course of a 10-year period?

2 A. I don't know. I would have to check
3 the text of this document to see. I don't recall if
4 these -- if the risks expressed here are unit risks or
5 lifetime risks.

6 Q. All right. Well, perhaps we could
7 both do that over the evening. I suspect that we are
8 both still going be here tomorrow. If you could check
9 that I would be grateful. Thank you.

10 With respect to the balance of the
11 report, Dr. Ritter - and I don't propose to go through
12 it in detail - is it fair to say, and would you agree
13 with me, that in each section of the report, for
14 example, the section dealing with pharmacokinetics and
15 the metabolism of 2,4-D, or the section dealing with
16 the epidemiology studies that the experts have
17 identified, discussed and commented upon the available
18 scientific published literature concerning those issues
19 in each chapter?

20 A. Yes.

21 Q. All right. And they have taken them
22 into account, or at least they so indicate, in reaching
23 the conclusions obtained in this document?

24 A. Yes.

25 Q. All right. Do you regard, Dr.

1 Ritter, this report as an accurate reflection of the
2 state of scientific knowledge concerning the
3 carcinogenicity of 2,4-D as at the time it was written
4 in 1987?

5 A. Yes.

6 Q. Yes. Was it, in your view, a
7 comprehensive review?

8 A. Yes.

9 Q. Are you aware of any more recent
10 published study, report or review in Canada at either
11 the provincial or the federal level dealing with the
12 carcinogenicity of 2,4-D?

13 A. No.

14 Q. This is the most recent then?

15 A. In Canada, yes.

16 Q. Yes. Do you share its conclusions?

17 A. When you say: Do I share its
18 conclusions, I take it you are referring specifically
19 to the last sentence on page 5?

20 Q. I am.

21 A. Yes.

22 Q. Thank you. Now, with respect to
23 similar research or research on the same topic
24 reflected in the published scientific literature in
25 jurisdictions other than Canada, are you familiar with

1 a recent article published by Bond, et al in
2 Fundamental and Applied Toxicology Concerning the
3 Phenoxy Herbicides and Cancer?

4 A. Yes.

5 THE CHAIRMAN: Exhibit 715.

6 MS. CRONK: (handed)

7 ---EXHIBIT NO. 715: Article entitled: Fundamental
8 and Applied Toxicology Concerning
9 the Phenoxy Herbicides and Cancer
published by Bond, et al.

10 MS. CRONK: Q. As I understand it, Dr.
11 Ritter, and I would ask whether you can confirm this,
12 this article was recently published in the Journal
13 indicated: Fundamental and Applied Toxicology in the
14 United States?

15 DR. RITTER: A. Yes.

16 Q. That's a refereed publication; is it
17 not?

18 A. Yes, it is.

19 Q. And am I also correct that the
20 authors of this article reviewed the available
21 epidemiology studies regarding the phenoxy herbicides
22 and carcinogenicity?

23 A. Yes.

24 Q. And two types of study were at issue,
25 those are the ones that you identified for the Board

1 earlier, the cohort studies and the case specific
2 studies?

3 A. That's correct.

4 Q. Both groups were reviewed?

5 A. Yes.

6 Q. And both groups had also been
7 reviewed by the MOE expert panel in preparing their
8 report--

9 A. Yes.

10 Q. --on the carcinogenicity of 2,4-D; is
11 that correct?

12 A. Yes.

13 Q. And the authors of the Bond article,
14 I suggest - and I would ask for your view as to whether
15 this is correct - reached a conclusion similar to that
16 of the MOE expert panel; namely, that the evidence
17 available in the published scientific literature did
18 not support a conclusion that the phenoxy herbicides
19 presented a carcinogenic hazard to humans?

20 A. Yes, they did.

21 Q. All right. Recognizing that the MOE
22 document was particular to 2,4-D, whereas the Bond
23 article that we have just marked applies to the phenoxy
24 herbicides generally?

25 A. That's correct.

1 Q. All right. 2,4-D is a phenoxy
2 herbicide?

3 A. Yes, it is.

4 Q. Am I saying that correctly?

5 A. Phenoxy.

6 Q. Phenoxy, thank you. It is in that
7 category?

8 A. Yes, it is.

9 Q. All right. Is glyphosate?

10 A. No, it's not.

11 Q. All right. Is - I'm not going to
12 pronounce this one right either - hexazinone.

13 A. Hexazinone. No, it's not.

14 Q. Hexazinone, it is not?

15 A. No.

16 Q. All right. They are in a different
17 category?

18 A. Yes.

19 Q. All right. Based on your review of
20 the article by Bond, et al, do you have any reason to
21 quarrel with the conclusions in the document?

22 A. I don't have any reasons to quarrel
23 with it, no. There are parts that I may have seen
24 somewhat differently, but I think overall it's a well
25 conducted, scientifically defensible, reputable piece

1 of work.

2 Q. Thank you. With respect then
3 specifically to glyphosate, which was not the subject
4 of the MOE document, the Ministry of the Environment
5 document, it was also not the subject matter of the
6 Bond article, because it didn't fall within that
7 category of herbicides; is that correct?

8 A. That's correct.

9 Q. All right. Are you aware, Dr.
10 Ritter, of any government sponsored report or study in
11 Canada concerning the alleged carcinogenicity or the
12 prospect of carcinogenicity and human health risks with
13 respect to glyphosate?

14 A. You said any government sponsored
15 report in Canada?

16 Q. Yes.

17 A. No, I'm not.

18 Q. All right. Are you familiar, Dr.
19 Ritter, with the report prepared in the United States
20 in 1986 for the Department of Natural Resources in the
21 State of Washington by K. Crump, et al regarding the
22 potential human health effects of a number of
23 herbicides including glyphosate?

24 A. Yes, I am.

25 Q. All right. And I should say, Dr.

1 Ritter, as you are aware, but the Board may not be,
2 this report in its entirety is some 200 pages plus.

3 I'm going to produce to you an extract
4 from that report, but I previously provided you with a
5 copy of the full document and should the Board or any
6 other party wish a copy of the full document, we will
7 make that available. (handed)

8 THE CHAIRMAN: Very well. This excerpt
9 will be marked Exhibit 716.

10 ---EXHIBIT NO. 716: Excerpt of report entitled: Worst
11 Case Analysis Study on Forest
12 Plantation Herbicide Use published
by Department of Natural
Resources, State of Washington.

13 MS. CRONK: Q. This report, Dr. Ritter,
14 is entitled: Worst Case Analysis Study on Forest
15 Plantation Herbicide Use. It was prepared, it seems,
16 by four authors, one of whom was Kenny S. Crump; is
17 that correct?

18 DR. RITTER: A. That's correct.

19 Q. Is that the same Mr. Crump of whom
20 you spoke earlier?

21 A. Yes, it is.

22 Q. And it appears to have been delivered
23 by a company known as K. S. Crump and Company Inc., is
24 that company, to your knowledge, affiliated or
25 connected with Mr. Crump, Mr. Kenneth Crump?

1 A. It was a consulting organization
2 which he ran up until about 1987 while he was on
3 faculty at Louisiana State University.

4 Q. And the report, from its cover page,
5 was prepared for the Forest Land Management Division of
6 the Department of Natural Resources, the State of
7 Washington; is that correct?

8 A. Yes, it is.

9 Q. All right. Now, you have some
10 familiarity with the complete document; do you not?

11 A. Yes, I do.

12 Q. All right. The extract that we have
13 produced for you, Dr. Ritter, consists of the executive
14 summary and then risk characterization or risk
15 assessment materials relating to glyphosate and 2,4-D
16 from that report. I tell you that simply so you know
17 what materials have been extracted.

18 A. Yes.

19 Q. But dealing, if we could for a
20 moment, with the entirety of the report, would you
21 agree with me and can you confirm for the Board that
22 the report represents a comprehensive investigation and
23 consideration of the risks, both in human health terms
24 and in environmental exposure terms, of a number of
25 pesticides including both 2,4-D and glyphosate?

1 A. Yes.

2 Q. And do you regard it as a
3 comprehensive detailed document?

4 A. Yes, I do.

5 Q. The report in its entirety?

6 A. Yes.

7 Q. Dealing if we could then first with
8 the executive summary and page 1 of it, as I understand
9 the nature of the report, its purpose was to analyse -
10 I'm looking at the first page of the executive
11 summary - was to analyse the likelihood and severity of
12 potential health effects in humans from seven
13 herbicides under conditions associated with their
14 aerial application in forests in the State of
15 Washington. And then the authors go on to indicate
16 which seven were considered; 2,4-D, glyphosate and
17 picloram were among them?

18 A. That's correct.

19 Q. All right. And it was specific to
20 forestry aerial applications; was it not?

21 A. That's correct.

22 Q. All right. And then looking at the
23 next paragraph, paragraph 2 of the executive summary,
24 could you very briefly outline for the Board the
25 approach taken by the authors of the document, the

1 methodology that they employed in undertaking that
2 analysis as detailed in that paragraph?

3 A. The paragraph essentially refers to a
4 process which, for all practical purposes, is identical
5 to the one that I described the day before yesterday
6 when I went through the process which we have in place
7 in Canada.

8 Risk assessment or the evaluation of
9 potential risks essentially involves three steps as I
10 described them the other day. The first involves an
11 evaluation of the intrinsic toxicologic properties of
12 the chemical, that's independent of use and independent
13 of exposure; that is, if a chemical is capable of
14 causing cancer, then it is capable of causing cancer.

15 The second component of risk estimation
16 is an estimation of the exposure, and we went through
17 that in some detail the other day as well, because
18 whereas the toxicologic properties are unique to the
19 chemical, the extent to which those properties are
20 important is a function of the exposure to that
21 chemical.

22 In other words, one can have a very
23 potent carcinogen, but if there is no exposure to it
24 there is no risk. Conversely, one can have a chemical
25 in which the effects are relatively trivial, but if

1 there is very high exposure to a very large population
2 that can translate to very significant risks.

3 So that the final step in this process is
4 characterization of the risk based on the marriage
5 between the intrinsic toxicologic properties of the
6 chemical and one's anticipated exposure to that
7 chemical.

8 Q. All right. And in the context of the
9 language that these authors have used to describe the
10 work that they undertook, is it correct that the
11 inherent properties of the chemical are what is meant
12 when they speak of a hazard assessment?

13 A. That's correct.

14 Q. All right. And looking at paragraph
15 2, am I correct that what the study authors did was to
16 undertake really a threefold analysis or three-step
17 analysis, as you have suggested, and that included an
18 exposure assessment, a hazard assessment and risk
19 characterization?

20 A. Yes, they did.

21 Q. The last being dependent or flowing
22 from the first two?

23 A. That's correct.

24 Q. All right. And if you would look
25 at -- could I direct your attention to the last

1 paragraph on page 1 of the executive summary and could
2 you outline for the Board, please, the approach taken
3 by the authors in carrying out their risk analysis?

4 A. Essentially the report is based on
5 the presumption that, in the opinion of the authors,
6 all conditions which were assumed in conducting this
7 analysis were based on the worst possible outcome; that
8 is, in every case of exposure or assessment of
9 toxicology, the benefit of the doubt was always given
10 to the highest possible occurrence.

11 That is, if there was a range of
12 exposures which occurred in any given study which is
13 typical of any given study, for the purpose of
14 calculation these authors assumed that the highest
15 exposure encountered was the representative exposure.

16 Q. All right.

17 A. And that is typically what is meant
18 by worst case.

19 Q. And they have characterised that as
20 being a worst case analysis; is that correct?

21 A. That's correct.

22 Q. So that in any situation where based
23 on the scientific literature it was possible to
24 interpret the study in either a positive or a negative
25 way concerning the degree of risk they, in an effort to

1 be conservative, adopted always the negative risk
2 interpretation; is that correct?

3 A. That's correct.

4 Q. And, similarly, as you suggested,
5 where a study proposed a range of risks some lower than
6 others they always took the highest to ensure
7 conservatism?

8 A. That's right.

9 Q. All right. And am I also correct
10 that that concept of conservatism is one that the
11 authors specifically draw to the attention of the
12 readers in the last paragraph of on page 1?

13 A. Yes, they do.

14 Q. All right. And they indicate, do
15 they not, that the procedures therefore that they have
16 used tended to be conservative and tended to
17 overestimate - I'm quoting: "...to overestimate the
18 risk to humans." That's what they have indicated?

19 A. That's correct.

20 Q. All right. And further that they
21 took that conservative approach leading to such
22 overestimation in all facets of the analyses that they
23 carried out?

24 A. That's correct.

25 Q. All right. And could we turn next

1 then to the -- to page (ii) the portion of the
2 executive summary dealing with hazard assessment.

3 Am I correct that in considering the
4 hazard inherent in, let's say for example, glyphosate,
5 one of the pesticides that they were considering, the
6 authors looked at a number of potential health effects;
7 namely, cancer; that was one?

8 A. Yes.

9 Q. Birth defects or malformations?

10 A. Yes.

11 Q. That is the --

12 A. Teratogenic effects.

13 Q. Teratogenetic effects.

14 A. Yes.

15 Q. Other reproductive effects?

16 A. Yes.

17 Q. That includes infertility or
18 miscarriage, the risk of that?

19 A. Yes.

20 Q. And then finally what the authors
21 have termed systemic effects?

22 A. Yes.

23 Q. And that, as I read the report,
24 refers to such things as the potential for damage to
25 the liver, nausea, headaches, things of that kind?

1 A. Yes.

2 Q. All right. And each of those type of
3 health risks was examined with respect to each
4 pesticide under study?

5 A. Yes.

6 Q. All right. And that formed the basis
7 for the health assessment?

8 A. Yes.

9 Q. And I direct your attention still in
10 the hazard assessment section of the document, if you
11 would, Dr. Ritter, to the second paragraph on page 3
12 and specifically to the last sentence -- the last two
13 sentences in that paragraph. Perhaps you could just
14 take a moment and read them to yourself, if you would,
15 please?

16 A. The last two sentences you said?

17 Q. Yes, in the second paragraph under
18 hazard assessment.

19 Q. Have you read that, Dr. Ritter?

20 A. Yes.

21 Q. Am I correct that in the context of
22 the hazard assessment the authors -- hazard assessments
23 carried out by the authors they are again alerting the
24 reader to the fact that they adopted a conservative
25 approach and, for the purposes of their worst case

1 analysis, they took in every case the greatest toxic
2 potential from exposure where there was a choice of
3 which exposures to take?

4 A. That's correct.

5 Q. All right. And they have indicated
6 in that paragraph; have they not, as I suggested
7 earlier, that where there were two equally plausible
8 conflicting interpretations they took and used, for the
9 purposes of their analysis, that which was most
10 negative to a clean bill of health risk assessment, if
11 I can put it that way, it was the most adverse in terms
12 of risk?

13 A. That's correct.

14 Q. All right. They then go on to
15 describe the nature of the risk characterization
16 assessment that they carried out and, looking at the
17 first paragraph of that discussion at the bottom of
18 page (ii), they indicate:

19 "For non-carcinogenic effects, systemic,
20 reproductive or teratogenic, a no
21 observable effect level (NOEL) was
22 determined from the experimental data.
23 The NOEL chosen was based upon the most
24 sensitive effect and the most sensitive
25 species."

1 Stopping there for a moment, is the choice of a NOEL of
2 that kind in itself a conservative judgment as to which
3 to use? Is the fact that it was the most sensitive
4 species and the most sensitive effect relevant to this
5 concept of conservatism, or would that be the
6 traditional approach?

7 A. I would say that is the convention.

8 Q. All right. They go on to say that:

9 "The potential for non-carcinogenic
10 effects in humans was evaluated by
11 calculating margins of safety. These
12 margins of safety are the ratio of the
13 exposure estimates from occupational and
14 environmental scenarios to the estimated
15 NOELs derived from annual toxicity
16 studies."

17 Now, stopping there for a moment, perhaps
18 I could put this question to you, Mr. Kingsbury, if you
19 have been following the discussion.

20 Are those the types of margins of safety
21 about which you were asked earlier today I believe by
22 the Chairman.

23 Sorry, sir, bottom of page (iii) under
24 risk characterization there is a discussion of margins
25 of safety and the question was put to you earlier today

1 about whether, in assessing carcinogenic or
2 non-carcinogenic effects margins of safety were used,
3 and I believe it was your answer that in some
4 circumstances they are and in others they are not?

5 MS. MURPHY: No, actually I think my
6 friend might be a bit confused. It was Dr. Ritter that
7 dealt with margins of safety on the first day.

8 I know there was a question put today to
9 Mr. Kingsbury about the issue of margins of safety and,
10 in fact, as was discussed by -- in response to that
11 question by Dr. Ritter, in fact, today is really a
12 matter that he previously dealt with.

13 MS. CRONK: Q. I'm aware of that and
14 that is fine. All right. I thought it had been raised
15 today and that is why I was bringing it back to you,
16 Mr. Kingsbury.

17 MR. KINGSBURY: A. My recollection of
18 what was raised today is are there margins of safety
19 factors applied with respect to the type of
20 environmental studies that I described, and my answer
21 was, no, the rationale in the type of study I was
22 describing is that we are working directly with the
23 organism we are looking for an effect on.

24 Q. Thank you. So that in the context of
25 this study, Dr. Ritter, when we are talking about

1 margins of safety, first, we're talking about health
2 effects as distinct from environmental effects of the
3 kind that Mr. Kingsbury was just speaking about earlier
4 today?

5 DR. RITTER: A. That's correct.

6 Q. Secondly, we are talking about
7 non-cancer, non-carcinogenic effects; are we not?

8 A. That's right.

9 Q. All right. Can you in that context
10 outline for the Board what is involved in the
11 calculation of - I don't mean the mathematics - but
12 what is involved in the concept of using a margin of
13 safety in the concept of this kind of study?

14 A. The margin of safety approach is the
15 measure of the distance, if you like, between the dose
16 to which you and I might be exposed during typical use
17 of any given product and the dose which did not produce
18 an adverse effect in the test animal.

19 To give you an example, if we were to
20 conduct study "x" whatever it was looking at end point
21 "y" in that particular study and if we found that that
22 dose level which did not produce the adverse effect in
23 that study was one milligram per kilogram, and if we
24 then went out and measured human exposure to that
25 chemical during typical human application of that

1 chemical and we found that that exposure was one
2 microgram per kilogram or one 1,000th of a milligram,
3 that calculation would suggest that there is a one
4 thousand fold margin of safety between the no effect
5 level and the human exposure level.

6 Q. All right. So we are not talking
7 about dose, we're not talking about the amount of the
8 drug?

9 A. That's correct.

10 Q. All right. And I direct your
11 attention to the last sentence on page (iii) which
12 reads:

13 "Depending on the actual data, a margin
14 of safety of 100 or greater may indicate
15 that the human exposure is small as
16 compared to the NOEL and that the risk to
17 humans may be negligible."

18 Stopping for there for a moment, is that consistent
19 with your understanding of the concept and how it's
20 used?

21 A. Yes.

22 Q. And then the authors continue:

23 "The larger the margin of safety (the
24 smaller the estimated human exposure
25 compared to the animal NOEL), the lower

1 the potential risk to human health."

2 A. That's correct.

3 Q. All right.

4 THE CHAIRMAN: It can be related to dose
5 though, like peripherally related to dose, because if
6 the dosage went up, the point at which you reached an
7 effect might be lower; might it not and, therefore, the
8 margin of safety, because of a higher dose, would be
9 less than if you had a lower dose and a larger gap
10 before there was a known effect?

11 MR. RITTER: The no effect level in a
12 study will most certainly be driven by the selection of
13 doses in that study.

14 THE CHAIRMAN: Right.

15 MR. RITTER: But once the study is
16 complete and the no effect level for the particular end
17 point under investigation has been established, it's a
18 constant.

19 THE CHAIRMAN: But you would normally
20 expect that with usage of a higher dose the margin of
21 safety would be less than with usage of a --

22 DR. RITTER: No, because the no effect
23 level is the lowest dose. It's got nothing to do with
24 the top end of the study, only with the bottom end of
25 the study.

1 If we have a study in which we have three
2 doses; 10 milligram, 50 milligram and 100 milligram and
3 we demonstrate that there are effects at 50 milligram
4 and 100 milligram but not at 10, the no effect level
5 for that particular end point becomes 10 milligram per
6 kilo.

7 If we then retest that same chemical but
8 instead of going to 100 milligram we go to 500
9 milligram, as you have suggested, the no effect level
10 for that study remains 10.

11 THE CHAIRMAN: I see. Okay.

12 MR. MARTEL: You would have to go back
13 then -- if you wanted to increase the dosage, you would
14 have to, I think you said today, go back and redo the
15 whole thing.

16 DR. RITTER: Well, if one were unhappy
17 with the no effect level of 10 milligram for whatever
18 reason, because doses are spaced -- for example, on a
19 cancer study they may be spaced logarithmically, there
20 can be quite a bit of distance between doses which, in
21 the final analysis, may not be all that useful; that
22 is, one may have in a cancer study doses that are 10,
23 100 and 1,000 milligram per kilogram.

24 Now, if that study by way of example
25 provides a no effect level of a hundred, there is a

1 tremendous amount of distance between a hundred and
2 thousand milligram and it's entirely possible that the
3 true no effect level falls somewhere between the
4 hundred and the thousand but because those are the
5 doses selected and because there were effects at a
6 thousand and none at a hundred, one must select a
7 hundred as the no effect level.

8 It frequently happens that one will then
9 go back and repeat that study because one believes that
10 the no effect level is probably much higher than a
11 hundred even though it's lower than thousand, but one
12 simply hasn't selected any doses between those two
13 extremes.

14 So one might go back and redo that study,
15 but this time instead of going from a hundred to a
16 thousand one might go from a hundred to 250, to 500, to
17 750, to a thousand and, in that particular case, the
18 new no effect level might well become the 750 milligram
19 dose.

20 MS. CRONK: Q. With respect to the
21 answers that you have just given to the Board, Dr.
22 Ritter, and as well with the authors of this study have
23 said about margins of safety, would it be appropriate
24 for us in looking at the margins of safety in this
25 report that we are going to come to, to consider it in

1 terms of a relationship, a relationship between maximum
2 exposure and the NOEL?

3 DR. RITTER: A. That's correct. That's
4 exactly what it is.

5 Q. All right. And in that context, it
6 does not relate to dose of the chemical?

7 A. That's right.

8 Q. All right. But that it is important
9 to remember that as you vary exposure you will change
10 the margin of safety?

11 A. That is correct, but you will not
12 change the no effect level in the study.

13 Q. Exactly. All right. So that the
14 variable that becomes important then is what
15 assumptions are made about the degree of exposure?

16 A. That's correct.

17 Q. All right. And am I correct that the
18 authors of this study used maximum exposure assumptions
19 for the purposes of calculating their margins of
20 safety?

21 A. Yes, they did.

22 Q. All right. And then the principle
23 that we were addressing last was simply that the larger
24 the margin of safety mathematically the lower the
25 potential risk to human health?

1 A. That's right.

2 Q. And, conversely, the lower the margin
3 of safety the greater the degree of risk?

4 A. That's correct.

5 Q. All right. And is it also the case
6 that the authors suggest that as the margin of safety
7 approaches the NOEL, the lower the protection, if you
8 will, for humans? I'm saying that badly. As the
9 margin of safety narrows, clearly the more real the
10 theoretical risk becomes?

11 A. That's correct.

12 Q. All right. And if we could look at
13 the top of page 4 to the completion of the first
14 paragraph, I direct your attention to the last two
15 sentences and ask for your assistance with respect to
16 them. The authors indicate --

17 MS. CRONK: This is the third full
18 sentence, Mr. Chairman.

19 Q. "The actual value of the margin of
20 safety that would be considered to be
21 safe will vary with the quality of the
22 Experimental data from which the NOEL was
23 derived."

24 Now, stopping there for a moment. Do I
25 understand correctly that the NOEL in each case was

1 taken from the available scientific literature
2 concerning animal tests, for example?

3 DR. RITTER: A. That's correct.

4 Q. Laboratory tests or field tests
5 concerning the results -- toxicity results with respect
6 to animals?

7 A. That's right.

8 Q. And where the quality of that data
9 was suspect leading to high results or low results,
10 clearly that will have an effect on the reliability of
11 the margins of safety predicted in the risk assessment?

12 A. That's correct.

13 Q. But am I also correct, going back to
14 what the authors had to say about conservatism, that
15 where the NOELs were low or high and there was a choice
16 to be made, they always took the highest?

17 A. They took the most conservative no
18 effect level.

19 Q. All right.

20 A. That's right, but we often -- I'm not
21 sure that we all use the term lowest and highest the
22 same way. They pick the largest number.

23 Q. So that in this case, when they are
24 pointing out a caution about the quality of the data,
25 it can only have led to an underestimation of the

1 margin of safety?

2 A. An overestimation of the risk, that's
3 correct.

4 Q. Is that not the same thing as --

5 A. Yes.

6 Q. Yes, thank you. All right. They go
7 on to indicate that:

8 "The margins of safety calculated in
9 these analyses are conservative
10 comparisons because they compare
11 generally brief, possibly single-day
12 human exposures to repeated daily
13 exposures generally for weeks or months."

14 Now, stopping there are for a moment.

15 Can you assist the Board as to what the authors are
16 communicating there regarding conservatism; what is the
17 implication of that statement? What is it that they
18 did that was conservative?

19 A. With the exception of acute studies
20 which Krump and others reviewed here in this document,
21 all of these studies involve dietary exposure to these
22 chemicals for extended periods of time which might
23 range from a sub-chronic study where exposure might be
24 for 90 days to a chronic or cancer study where exposure
25 might be for 24 months.

1 They are comparing the results from those
2 rodent studies to anticipated human exposure which, in
3 many instances, may be restricted to one day or, in
4 some instances, may be restricted to several weeks per
5 year. The.

6 Point that they are trying to make is
7 that there are tremendous differences in the amount of
8 exposure which the animals would have had in the course
9 of these studies when compared to the amount of
10 exposure that one might anticipate humans would have
11 during the use of this chemical.

12 The implication is that there tends to be
13 built in an additional safety factor because of that.

14 Q. All right. By additional safety
15 factor, does that in effect mean yet again an
16 overestimation of the degree of risk for humans when
17 you do that kind of comparison?

18 A. Well, without going into a long
19 mathematical debate as to exactly what the implications
20 of those assumptions are, generally speaking, I would
21 agree with your statement, yes.

22 Q. All right. It was yet again a
23 conservative approach to take?

24 A. Yes.

25 Q. All right. And then finally with

1 respect to this page of the executive summary, for the
2 assessments that they did of cancer risks from various
3 pesticides, they indicate in the next paragraph that:

4 "Cancer risk was assumed to be linearly
5 related to dose as is assumed in the
6 conservative approaches to estimating
7 risk generally used by regulatory
8 agencies."

9 That on its face, at least to me, appears
10 to be complicated. Does it simply mean, Dr. Ritter,
11 that the larger the dose the larger the cancer risk?

12 A. No.

13 Q. Thank you. I'm glad I checked. What
14 is it that the authors are --

15 A. There are two contemporary approaches
16 to modelling risk to suspect carcinogens. One presumes
17 that there is a level of exposure to a cancer-causing
18 agent which may be safe; that is, that one can achieve
19 a level of exposure which is so low that it constitutes
20 no risk at all.

21 To put it another way, that school of
22 thought argues that there is a concept of a no observed
23 effect level or a NOEL which is applicable to
24 cancer-causing agents. I should say that that is not
25 the most popular view in the world.

1 The second school of thought argues that
2 there is no level of risk to a carcinogen for which
3 there is not some attendant level of risk; that is,
4 every level of exposure to a carcinogen has some level
5 of risk associated with it.

6 What Krump refers to here is the
7 linearized approach and, again, without going into a
8 long complicated mathematical presentation as to what
9 exactly that means, what it does imply is that at
10 relatively low doses that humans experience compared to
11 the relatively high doses used in these experimental
12 studies, there will be a linear relationship between
13 exposure and risk; one to one relationship between
14 exposure and risk.

15 So that for every level of exposure one
16 can mathematically derive the attendant level of risk.
17 That is by far and away the more conservative approach
18 because it makes the assumption that there is no safe
19 level per se of a carcinogen. That's the approach
20 which Krump has taken in the calculation over here.

21 Q. And they applied that approach; did
22 they not, to herbicides for which -- even to herbicides
23 for which there was no carcinogenic potential?

24 A. That's correct.

25 Q. All right. So even where there was

1 no evidence in the scientific literature to suggest
2 carcinogenic effect, they took that approach and
3 assumed that there was no level of exposure to that
4 herbicide that was completely safe?

5 A. That's correct.

6 Q. All right. You would agree with me
7 that that is an extremely conservative approach for the
8 purposes of risk assessment?

9 A. No, I don't think I would agree with
10 you that's an extremely conservative approach. I think
11 I would say it's one of two approaches which is
12 commonly practised in the world. It is by far and away
13 the more conservative of the two.

14 Q. All right. And then --

15 THE CHAIRMAN: Excuse me a second.

16 MS. CRONK: Certainly.

17 THE CHAIRMAN: If you assume for a known
18 chemical that there is a carcinogenic property, even
19 though there is no imperical study that confirms that,
20 what kind of number do you use for the assumption?

21 DR. RITTER: I'm trying desperately to
22 avoid giving you a mathematical presentation, but I
23 think we are fast approaching that moment.

24 One plots the data which one has in a
25 dose response relationship, there are then

1 computer-assisted mathematical models that will
2 extrapolate that data to a region of the curve for
3 which there is no data, and at that so-called low dose
4 region the relationship becomes -- it's postulated that
5 the relationship becomes linear.

6 The postulate is based on evidence which
7 accommodates the biology of cancer response; that is,
8 the assumption of a linear dose response relationship
9 is, in itself, biologically the most conservative that
10 one could make.

11 One could then extrapolate, as I say,
12 through this low dose region for which one actually
13 does not have data and ultimately generate an exposure
14 risk relationship based on the data which one did have.

15 THE CHAIRMAN: Well, is that the same as
16 saying, in a very simplistic fashion, you can take any
17 type of chemical and mathematically postulate enough of
18 a dose that it will cause something at some point in
19 time for whatever type of effect you are trying to look
20 at?

21 DR. RITTER: Not quite. What it really
22 says is, assume that the data that you have implies a
23 carcinogenic response.

24 THE CHAIRMAN: Yes, but we are assuming
25 that the data you have does not. Well, you're not

1 assuming that it does not, you're assuming that it
2 does, but you have no imperical evidence that it does?

3 DR. RITTER: That's correct. What you're
4 really doing is you're speculating on the residual
5 response which you have been unable to measure.

6 THE CHAIRMAN: So why theoretically can't
7 you theoretically assume that could you measure right
8 up to infinity you still won't get a response, there is
9 no effect.

10 DR. RITTER: Well, you could assume that
11 but that simply would not be the more conservative
12 approach. The more conservative approach is that there
13 will be an effect and that it will be present at all
14 levels of exposure.

15 If one makes that assumption, the one
16 that I've just suggested, and then one attaches to that
17 a particular type of calculation which Krump describes
18 at some length in this paper, the linearized
19 multi-stage approach, one has effectively built in two
20 of the most conservative approaches possible for cancer
21 risk assessment; that is, one -- using these two
22 approaches one is likely to overestimate cancer risk
23 almost in every case, but it's very unlikely to ever
24 underestimate the risk.

25 MS. CRONK: Q. And in fact, Dr. Ritter,

1 isn't that one of the reasons that it's done?

2 DR. RITTER: A. That's precisely why
3 it's done. The imperative within public health
4 agencies is to protect public health. So if there is
5 an error to be made, we will make it on the side of
6 safety and these calculations are predicated on that
7 principle.

8 There are certainly less conservative
9 approaches that one can take, both in terms of the
10 model and in terms of the mathematics, but it's not the
11 approach that we practise in Canada.

12 THE CHAIRMAN: Okay. Let's go one step
13 further. If you did that, made the theoretical
14 approach or took the theoretical approach, I presume
15 that the risk assessment would be so low as a result of
16 that that it wouldn't be a concern?

17 DR. RITTER: That's correct.

18 THE CHAIRMAN: Because if the risk was
19 high enough to be a concern you would have had data?

20 DR. RITTER: That's right.

21 THE CHAIRMAN: Is that fair?

22 DR. RITTER: That's right.

23 MS. CRONK: Q. It also follows; does it
24 not, that taking -- utilizing that approach it permits
25 quantification in the risk assessment that would

1 otherwise not be possible?

2 DR. RITTER: A. It would be possible by
3 other models and there are other models--

4 Q. I understand.

5 A. --that will generate data as well.

6 Q. But if you did not make the
7 assumption of risk, notwithstanding the absence of
8 imperical evidence to support that, it would not be
9 possible to reach any quantification assuming that you
10 were wrong?

11 A. That's correct. If one reads the
12 title of this, if one reads the title of this
13 document - I shouldn't say the title - but if one goes
14 through the initial executive summary, what Krump was
15 asked to do here was to assess, among other things,
16 cancer risk.

17 Now, unless he makes the assumption that
18 these chemicals are carcinogens it would be very
19 difficult for him to assess cancer risk. So he makes
20 the assumption that they are carcinogens, constructs
21 those response relationships based on the data he has,
22 then applies a linearized multi-stage model to the
23 assessment of that data and, ultimately, generates a
24 risk estimate based on those two assumptions.

25 Q. And, in so doing, can we agree that

1 the process which must be utilized involves
2 sophisticated modelling and sophisticated mathematics
3 in order to attempt that quantification exercise?

4 A. Yes.

5 THE CHAIRMAN: Just to get it straight in
6 my head, I hate to belabour this, but if you have no
7 data and you are going to do a theoretical study like
8 this, then is it not true that whatever the mathematics
9 works out to, the risk will not be considered high
10 enough to concern anybody, because if it were high
11 enough to be of concern, it would have had to have been
12 predicated on some actual data?

13 Does that make sense?

14 DR. RITTER: I think I understand your
15 question, but I would like to think about it for a
16 moment before I can agree if it makes sense.

17 THE CHAIRMAN: And you must assume that
18 this is coming from somebody who knows nothing about
19 any of this.

20 DR. RITTER: Mm-hmm.

21 THE CHAIRMAN: In a scientific way.

22 MS. CRONK: Would it be appropriate, Mr.
23 Chairman, to let the witness consider that over the
24 evening?

25 THE CHAIRMAN: Sure.

1 DR. RITTER: Actually I think I can
2 answer it now. I don't think that is correct, because
3 if you were to go through the Ontario assessment, which
4 we referred to a moment ago, Exhibit 714, the risks
5 which were expressed in there are based on exactly
6 these assumptions because, in fact, Kenny Krump did
7 them on behalf of the Ontario Task Force, and indeed
8 many of the risks fall within a range which some may
9 consider to be unacceptable. So that I'm not sure that
10 what you have suggested need necessarily be true.

11 What this is really doing is it's saying
12 that these studies may not be capable of expressing all
13 of the effects that are associated with exposure; that
14 is, that there may be some residual effects which,
15 because of either limited group sizes or for some other
16 biological principle, have not expressed themselves
17 within the restraints of these studies. And among
18 other things, these models attempt to express that
19 residual risk even though it may not necessarily have
20 been imperically observed.

21 So that it's possible that one could
22 postulate a risk which might be considered unacceptable
23 even though it's not necessarily based on the imperial
24 data.

25 In the interest of completeness, I should

1 say that that approach has been criticized by many
2 because it's really the derivation of a risk based on
3 absolutely no data whatsoever.

4 THE CHAIRMAN: And you can't prove it one
5 way or the other?

6 DR. RITTER: Well, the data in fact tells
7 you that there's nothing there; the mathematical
8 calculation tells you there is something there. We
9 have difficulty when the model argues the observation.

10 The other way around we can accomodate it
11 much more easily, but I must say it's difficult to
12 argue convincingly that the model is right and the data
13 set in wrong.

14 MS. CRONK: Q. In defense or further
15 defense of the approach, the primary defense being the
16 necessity to embark upon a quantified risk assessment;
17 are we agreed so far?

18 DR. RITTER: A. Yes.

19 Q. The second being the conservatism in
20 the approach; does it not, to put it perhaps simply in
21 layman's terms, cover off the possibility that there is
22 some as yet undiscovered carcinogenic potential to a
23 particular chemical which should be considered?

24 A. That's why it's done and in the
25 Ontario Task Force Report that's exactly the point that

1 was made.

2 The point that was made in the preamble
3 was that because there was some controversy surrounding
4 the 2,4-D experimental data at the time that this work
5 was underway, the Ontario study assumed that it would
6 turn out to be positive, that what was equivocal at the
7 time of their review would ultimately become
8 unequivocal and that it would be regarded as a
9 carcinogen, and it was based on that assumption that
10 they proceeded.

11 Clearly if they assumed or if Krump in
12 this case assumed that these chemicals were not
13 carcinogens, then they would not pose a cancer risk and
14 the calculation would become redundant.

15 Q. And in the case of glyphosate, for
16 example, in this report that assumption becomes quite
17 material; does it not? They have assumed, as the
18 authors indicate, despite the absence of any imperical
19 data in the scientific literature to support it, the
20 carcinogenic effect from that chemical?

21 A. That's correct.

22 Q. All right.

23 MS. CRONK: Mr. Chairman, I am content to
24 continue or to rise. I clearly won't finish tonight.

25 THE CHAIRMAN: Well, I think if you won't

1 finish tonight we might as well go over until tomorrow.
2 There is, I think, a lot of data for everyone to
3 absorb.

4 MS. CRONK: Yes, thank you.

5 THE CHAIRMAN: Very well.

6 Ladies and gentlemen, before we rise for
7 this evening, I feel somewhat embarrassed but I am
8 going to have to put on the record an error which I
9 discovered during the break when I glanced at one of
10 the transcripts.

11 I happened to glance at transcript No.
12 112 and noticed that the Style of Cause used is the
13 Style of Cause used in connection with the funding
14 panel, refers to an Order-in-Council and a funding
15 program. I am now advised that this Style of Cause has
16 been used in every single one of the transcripts, going
17 back to transcript No. 1.

18 Obviously, this Board derives its
19 jurisdiction upon a referral from the Minister not an
20 Order-in-Council with respect to the funding program,
21 and we have advised the court reporters of this and
22 requested that all future transcripts be corrected and
23 we will send out an errata to any depositories that
24 have received the transcripts making that correction.

25 I am further advised that the

1 Order-in-Council number given in transcript 112 refers
2 to the first Order-in-Council with respect to the
3 funding program and, as we are all aware, there have
4 been two Orders-in-Council, a subsequent one.

5 So subsequent to the enactment of a
6 second Order-in-Council, that Order-in-Council number
7 for the funding panel correctly referring to the
8 funding panel transcripts should also be corrected.

9 So with that, I hope that will clarify
10 it. Certainly it should not be misinterpreted that
11 these transcripts that we are receiving are the
12 transcripts of the funding panel; they are not.

13 We apologize for this, but it is just one
14 of these things that somehow seem to slip everybody's
15 notice.

16 Tomorrow we will commence at 8:30 and
17 rise at one or 1:30 in the normal course.

18 Thank you.

19 ---Whereupon the hearing adjourned at 5:00 p.m., to be
20 reconvened on Friday, August 11th, 1989, commencing
21 at 8:30 a.m.
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